

STUDENTS' OBSTACLES IN USING GOOGLE CLASSROOM DURING THE COVID-19 PANDEMIC

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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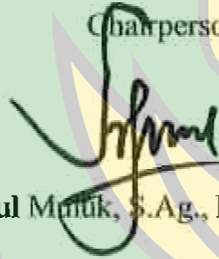
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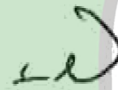
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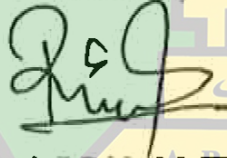
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Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

Students' Obstacles in Using Google Classroom during the Covid-19 Pandemic adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 Juli 2022
Saya yang membuat pernyataan



Marzatil Annisa

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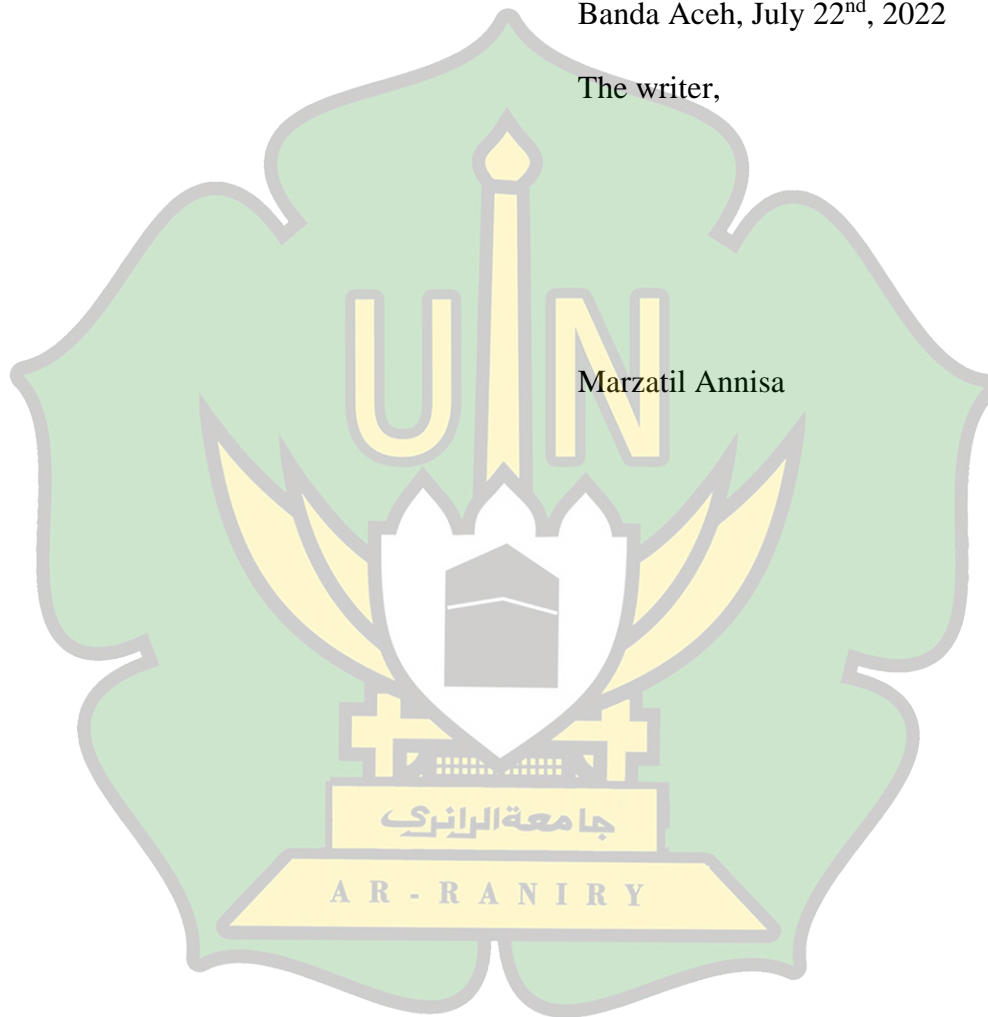
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campus. I believe that this thesis still needs improvement and constructive criticism to make a better contribution to the world of education. Hopefully, this can be additional knowledge or reference for readers and other researchers.

Banda Aceh, July 22nd, 2022

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ABSTRACT

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Google Classroom is one of the alternatives used by educators to support online learning during the Covid-19 pandemic. This study aims to find out the various obstacles that students feel about using Google Classroom in online learning during this pandemic and find out how they can overcome the problems they are experiencing. This is qualitative research, the researcher conducted semi-structured interviews to get more in-depth data. The participants are students of English Education at UIN Ar-Raniry University, Banda Aceh. They were selected with the criteria of using Google Classroom in online lectures during this pandemic. The results showed that they felt various obstacles such as unstable internet connection, lack of understanding of learning materials, decreased interest and motivation in learning, uncomfortable looking at computer screen for too long, and quite boring. However, they still feel they need to overcome these problems so that the learning objectives are not hampered. They prepare a backup internet provider in case the network becomes unstable at any time. Then, if it is difficult to understand the material, they take the initiative to ask friends, ask the lecturer on via WhatsApp or seek further understanding on Google or YouTube. In addition, they also try to create a comfortable situation in learning to be more motivated.

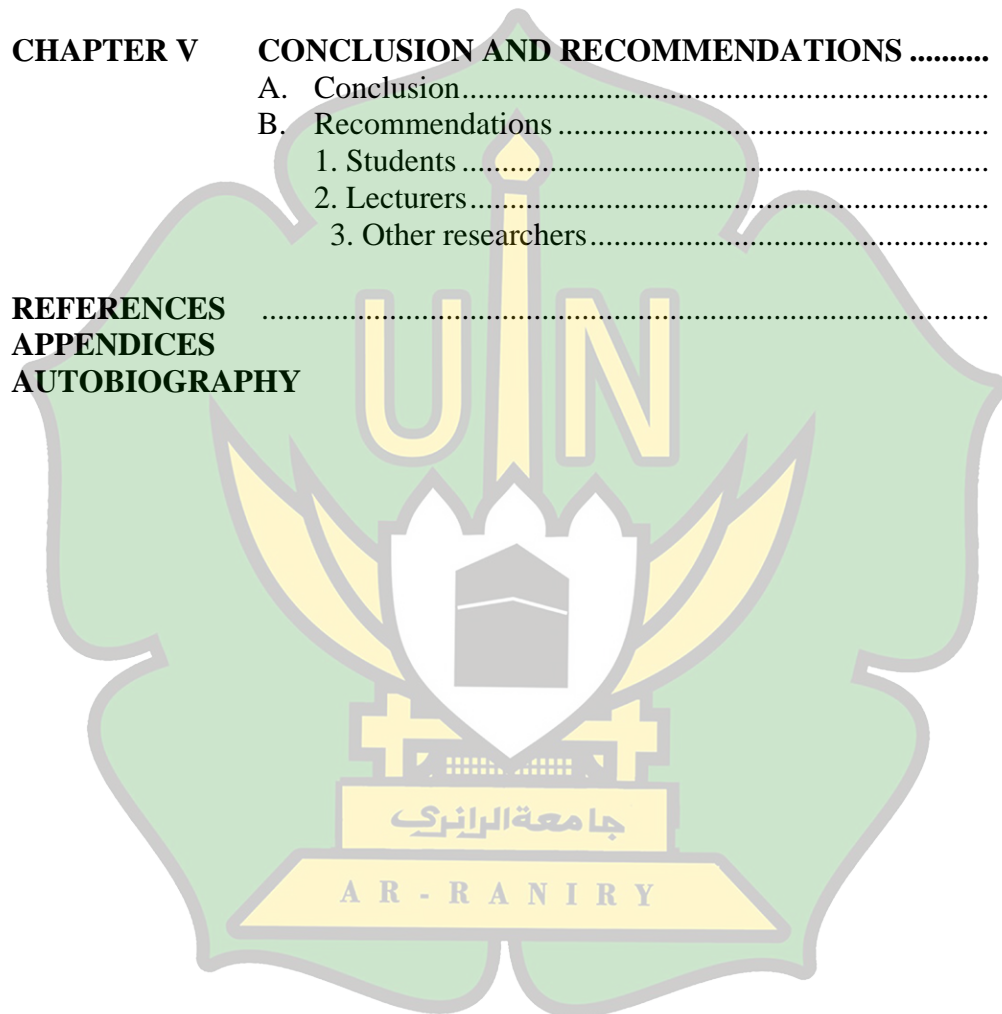
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CHAPTER I

INTRODUCTION

A. Background of Study

The coronavirus, which is commonly called covid-19, has troubled almost the entire world, including Indonesia. Thirteen countries, including China, Italy, and Japan, have closed schools to stop the spread of the flu-like virus (Purwanto *et al.*, 2020). In Indonesia, the Covid-19 case was detected on March 2, 2020 (Briliannur *et al.*, 2020). When the Covid-19 outbreak reached Indonesia and peaked in March 2020, the government issued a WFH (Work from Home) policy so that this virus would not spread massively. The response of the world of education is learning online. Schools and campuses are all "closed," also known as switching to home from campus to study due to the WFH policy so that social and physical distancing can be carried out to reduce the spread of the virus (Syaharuddin, 2020).

Online learning is a form of distance learning that utilizes telecommunications and information technologies, such as the Internet, CD-ROOM (Molinda, 2005). According to Hanum (2013), online learning or e-learning is a form of learning model facilitated and supported by information and communication technology. E-learning can be defined as a form of information technology applied in education in the form of cyberspace. So, this learning will be carried out by teachers with the use of

information and communication technology. The use of technology in learning provides many benefits, especially at university level. This allows the lecturer to design and present their class of study, provide a lot of additional information, and save time so as to provide more time for the lecturer to educate the lecture material. So, with these various conveniences, it can improve the quality of student learning (Aljawarneh, 2020).

Over time, online learning continues to grow in various countries, including Indonesia. Before the occurrence of covid-19, many schools and colleges are using online learning as learning support (Farrah & Al-Bakry, 2020). However, with the Covid-19 pandemic, overall learning has been shifted to online learning. This online learning is carried out using various online learning applications, namely Zoom, Google meet, Google Classroom, and various other supporting online learning. In this study, the researcher focused on online learning using the Google Classroom application. This study aims to understand the various challenges faced by students with online learning using Google classroom and how students solve their problems.

Google Classroom is an online learning application; it allows teachers to create online classes, enter students into the course, and then deliver learning materials and distribute assignments. Then the teacher and students can have a conversation as a learning process (Vangie, 2020). However, this teaching process has various challenges. Based on a study conducted by Yuzulia (2021), this transfer of learning is also a challenge for

both teachers and students. Most students do not understand the material presented by the teacher well because of the short time in learning. Learning also becomes problematic when the internet network becomes very slow and breaks their concentration. Even some students claim to have health problems such as headaches and dizziness because they have to take lessons with a computer or smartphone during learning. Therefore, in this study researcher examined various students' challenges in online learning during the Covid-19 pandemic using the Google Classroom application.

B. Research Questions

After reviewing several related kinds of literature on Google Classroom application and the obstacles about using it in online learning, the researcher formulated the following two research questions:

1. What obstacles do students face in using Google Classroom as an online learning media during the covid-19 pandemic?
2. How do students solve the obstacles they face in online learning using Google Classroom?

C. Aims of Study

1. To find out the obstacles students face in using Google Classroom as an online learning media during the Covid-19 pandemic.
2. To find out the ways students solve their problems in online learning using Google Classroom

D. Significance of Study

This research is expected to be useful for lecturers/ teachers, students, other researchers and readers. The results of this study can provide information to educators and students about obstacles faced by students about using Google Classroom in online learning during the Covid-19 pandemic and the ways they solve their problems. Also, this study is expected to be additional information if needed for readers and other researchers.

E. Terminology

There are essential terms in this study that must be defined to avoid misinterpretation by the readers. The explanations are mentioned below.

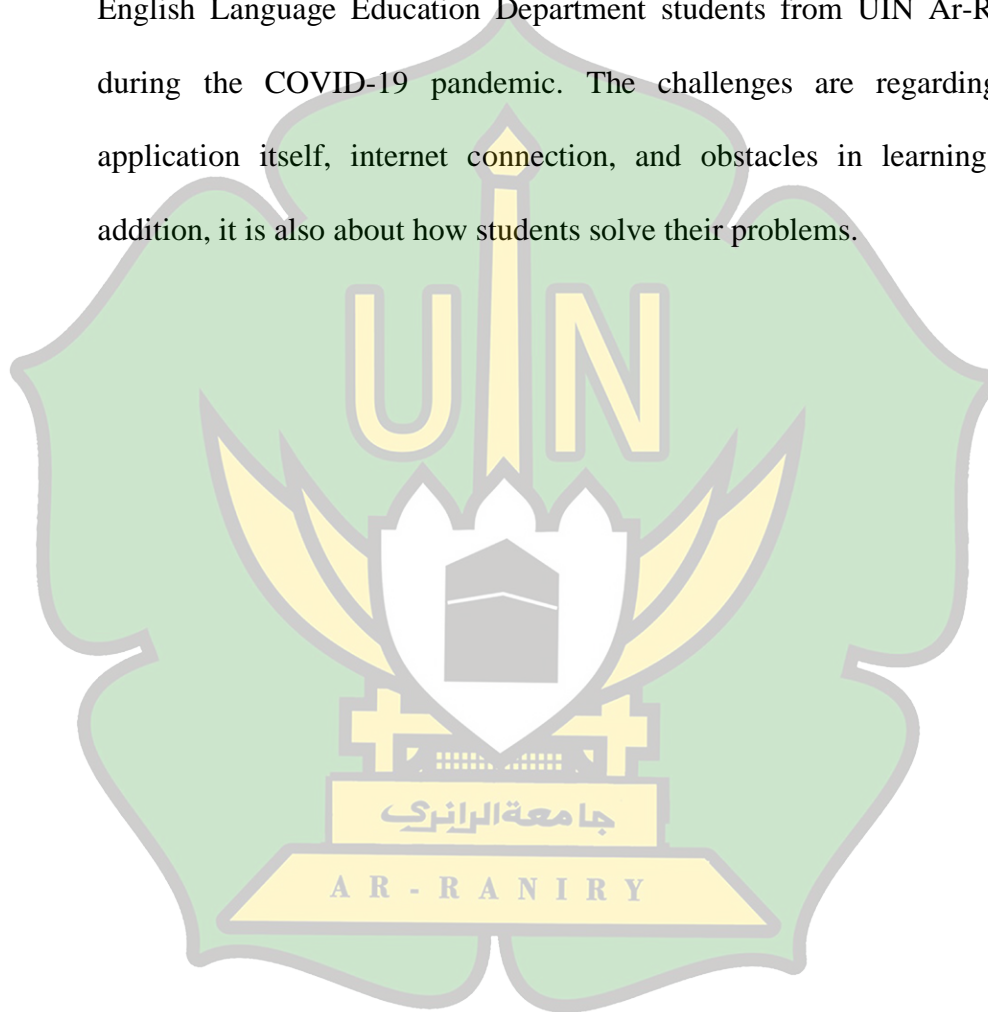
1. Online learning

Online learning can be done remotely, and technology serves as a facility for internet-based media. With technology, learning can take place during the Covid-19 pandemic (Alchamdani, 2020). Online learning existed before this pandemic. However, the researcher focused on online learning during the Covid-19 pandemic. Because at this time, schools and campuses have been closed to avoid the spread of the virus, and the teaching-learning process has been shifted to online learning as a whole.

2. Google Classroom

Google Classroom is a learning application developed by Google. This application is intended for classroom management, delivery of

materials, and distribution of assignments online. In addition, teachers can also manage various documents needed by students in learning (Okmawati, 2020). In this study, the researcher focused on various challenges about using Google Classroom in Online learning that faced by English Language Education Department students from UIN Ar-Raniry during the COVID-19 pandemic. The challenges are regarding the application itself, internet connection, and obstacles in learning. In addition, it is also about how students solve their problems.



CHAPTER II

LITERATURE REVIEW

A. Online Learning

1. Definition of online learning

Allen and Seaman (2007) stated, "Online learning is system without directly face to face between teacher and students." According to Gikas and Grant (2013), online learning is a model that requires internet devices such as laptops, tablets, and smartphones in its implementation. Basilaia and Kvavadze (2020, as cited in Zhu and Liu, 2020) explained that online learning provides and explains learning materials using images, audio, video, communication texts, and software. In addition, all the material transfer processes are supported by the internet network.

Therefore, online learning is a distant learning process between teachers and students which is supported by the internet network. In this learning process, the teacher will transfer material in images, audio, videos, and text in the form of softcopy. In addition, the communication process between teachers and students will also be carried out online. So teachers and students can use computers or smartphones to carry out the teaching and learning process.

Over time, online learning continues to grow in various countries, including Indonesia. Before the occurrence of covid-19, many schools and colleges are using online learning as learning support (Farrah & Al-Bakry,

2020). In connection with the spread of Covid-19, even though there are closures and cessation of face-to-face learning in schools and universities, it does not mean that teaching and learning activities are stopped, so it must continue to run by changing the method from face-to-face to distance learning (Prayudha, 2021). Al-Takhynah (2018) argues that there is a need for collaboration between the education system and technology to grow and increase students' awareness of technology in learning. Several platforms can be used to carry out online learning during this pandemic. Teachers or lecturers can use Whatsapp Groups, Telegram, Ruang Guru, Quipper, and Google Classroom to be one of them (Diana *et al.*, 2021).

Rudi and Riyana (2007) describe the characteristics of online learning:

- a. Students' comprehension of learning materials does not always depend on teacher instructors because students will try to understand and construct their own knowledge by reading the teaching materials provided.
- b. Knowledge can not only be obtained from teachers because knowledge sources are available everywhere and can be easily accessed because the internet is global. So, students can expand their knowledge from various internet media.
- c. The teacher will act as a mentor for students who will direct and guide learning, but students will play a more active

role. compared to face-to-face learning which allows teachers to play more roles than students.

Kaye (2003) discusses three types of online learning:

a. Web Supported Online Learning

Web Supported Online Learning is face-to-face learning followed by the use of websites to obtain learning materials, collect assignments, or carry out short tests while learning is still carried out face-to-face.

b. Blended learning

Blended learning is mixed learning in which teachers will involve face-to-face learning for some and online for others.

c. Fully Online Learning Format

Fully Online Learning Format is learning that is carried out entirely online, both in the teaching and learning process, assignments, and exams.

2. Advantages and disadvantages of online learning

2.1 The advantages

Online learning makes it easier for students to access learning materials at a more convenient time because learning can be recorded and archived. In addition, students from various regions can carry out learning

from a distance to save on transportation costs, and it will also save money because there is no need for student meals (Babaeva *et al.*, (2020). Fauzan *et al.*, (2019) revealed the advantages of online learning. With this learning method, it is easier for students to collect assignments; they do not need to collect hard file papers, which can save learning costs.

.2.2 The disadvantages

Based on a study from Nambiar (2020), many things interfere with online classes, such as lack of motivation and interest to attend class and problems during learning, and technical issues using the platform for both teachers and students. In addition, it is also quite challenging to ascertain if there is a lack of understanding of the learning material because the teacher can't see the faces or gestures of the students, even though these two things are very important to ensure whether students can understand well what is conveyed by the teacher. So students assume that online classes are of poor quality.

Besides discussing the advantages of online learning, Fauzan *et al.*, (2019) also mentioned about the disadvantages. The instability of the internet network can hinder the learning process, such as disrupting focus, skipping various instructions and learning materials, and hindering the collection of assignments. If the focus of learning has been disturbed, it will be very difficult to learn, especially by being late in getting information that makes students' work in learning not optimal. Then the

delay in submitting assignments due to poor internet connection is also a matter of great concern for students.

In addition, online learning will minimize teacher control and supervision of students during the learning period while both are very important. Muluk *et al.*, (2021) in his research mention several things that are included in classroom management that teachers must do to create an ideal learning atmosphere, some of them are the importance of teacher supervision and control in maintaining student discipline and motivation. However, in distance learning it will be quite difficult to control the students. Efriana (2021) also revealed that even though technology has become more sophisticated, it is still unable to replace the role of teachers in building student character. Technology only makes it easier for teachers to transfer knowledge and conduct assessments. So in the online period, learning may run quite well, but it isn't easy to build student character.

B. Google Classroom

1. Definition of Google Classroom

Yates (as cited in Sukmawati & Nensia, 2019) defined Google Classroom as offering a platform of blended learning in schools to simplify creating assignments and getting the grade out to the students in a paperless way. Google Classroom is a new tool introduced in Google Apps for education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and

communicate with their classes easily (Shaharanee *et al.*, 2016). Nagele (2017) argues that the use of google classroom in the learning process has the potential to make students more active; this is because teachers can create classes that are student-centered learning while also offering simple and easy-to-understand elements. Google Classroom can be accessed using a cellphone, making it easy for users to use it anytime and anywhere as long as they are connected to the internet. This learning media also includes various features through Google Mails, Google Drive, Google Docs, Google Slides, and Google calendar (Yunus *et al.*, 2020). It's very easy to join classes on the platform. Students only need to open this application by clicking "Join Class" and write/ paste the class code-shared by the teacher or lecturer and finally click "Enter" or "Ok" then after that, they will be immediately joined the class (Salam, 2020).

Then the use of this platform in learning can also build good social relationships between teachers and students or between students and each other because they can communicate online with it. Google Classroom can also motivate students to study because it involves them a lot in learning; they are very interested in learning with this platform because they tend to use technology in everyday life, so they will be easily familiar with the features offered and can use this platform nicely.

Google Classroom offers three pages, namely Stream, Classwork, and People (Harjanto, 2019).

- 1) Stream, this is a page where teachers can and give announcements to students, then teachers and students can have a question and answer discussion.
- 2) Classwork is the main page where teachers can provide learning materials and distribute assignments. Materials or assignments can be posted immediately, but teachers can also save them as drafts or schedule them to be posted at a certain time. Materials can be shared in word, excel, PowerPoint, pdf, or video file formats.
- 3) People, this is a list of learning participants. On this page, the teacher can invite students to join the class

So by using Google Classroom, teachers can collect students in one learning class. Teachers can also provide announcements or information about learning on the stream feature, which can be used as a discussion forum between teachers and students. There is still two-way communication between them. And also, the critical thing is teachers can share assignments or learning materials in the classwork feature to download them.

Mafa (2018) explains some of the benefits of using google classroom in the learning process.

- 1) Classroom management, Google Classroom gives teachers the authority to create and manage classes.

- 2) Flexibility can make it easier for users because all of its features can be accessed easily on personal computers and smartphones, making it possible to do it anywhere as long as it is connected to the internet network.
- 3) Safety and security: Students can only join the class by using the class code distributed by the teacher or getting an invitation via email to make the class safe because not just anyone can join.
- 4) Promote collaboration with a discussion board on this platform, and it allows students to discuss in the learning process so that collaboration will be established among them. If desired, teachers can also invite guardians of students to control their children's progress directly.

Lynch (2018) also explains that the Google Classroom application benefits teachers and students because it is paperless, which can also save costs, and it is good for assignments and assessments to be stored in Drive. In addition, the teacher can also provide feedback to students regarding the tasks given in learning.

2. The obstacles in using Google Classroom for students during the Covid-19 pandemic

Pappas (2015) explains that Google Classroom has several shortcomings. Students may find it confusing to use it because some of the buttons with icons are known only to Google users; hence the platform is

considered "too googlish." Islam (2019) argues that some of the obstacles that most students experience in using Google Classroom are the lack of user knowledge of the proper techniques in using this platform. This lack of knowledge causes students to fall behind when the teacher gives instructions and assignments, affects focus in learning, etc.

The next problem as explained by Efriana (2021), in her research entitled "Online Learning Problems During the Covid-19 Pandemic in EFL Classes and Its Solutions." The results Shows that some of the problems faced by students in online learning are internet network access, student inactivity in participating during online learning, and limited supporting facilities. In another case Diana *et al.*, (2021), explains that when teacher only provides material in the form of reading or videos without explaining directly, students will be quite difficult to understand the learning material. Moreover, when students have difficulty in understanding the material, the teacher also does not directly answer students' questions in the application forum.

Apart from that, the problem about students' interest and motivation in learning is no less important. Almaghas (2018) states that online learning gets pretty boring for students and can be stressful due to difficulty in understanding the material. Students become less interested and motivated in learning because learning takes place remotely. Compared to online learning, students are more comfortable with face-to-face learning where they can meet the teacher and their friends so that the

class will be more fun and easier to ask questions and discuss. Moreover, the discomfort felt by students physically due to staring at a computer or smartphone screen for a long time. Krishna *et al.*, (2021) also stated in their research that too much exposure to a cellphone or computer screen can cause headaches, eye strain, muscle fatigue, and various things that make the body uncomfortable. In addition, it is also associated with mental health, namely excessive stress or anxiety.

3. *Related study*

Suhroh (2020) conducted a study with the title "The Perspective of Indonesian Teachers on the Google Classroom Usage in Blended Learning." This study aims to find out how the perspective of Indonesian teachers regarding the use of Google Classroom in blended learning. In this study, the researcher used a qualitative research design with a survey method through Google Form, where data collection was carried out by surveying 40 teachers in Indonesia who had implemented blended learning with Google Classroom for at least one semester. The results show that teachers feel that this platform helps make the teaching and learning process more effective. However, the challenge of this learning is on the internet network.

Another research by Suryani (2021) entitled "EFL Teacher's Reasons, Problems and Solutions of Using Google classroom in Teaching Learning English during Covid-19 Pandemic in Bengkulu." This study aimed to find out the reasons and problems of using Google classroom in

the teaching and learning process of English and provide solutions to overcome them. A qualitative research design was used in this study by selecting five EFL teachers as participants. The results showed that teachers had difficulty in preparing more creative and innovative learning media, even though it was needed to attract students' interest in learning. In addition, an unstable internet network is also an obstacle in collecting assignments and asking questions if the material is difficult to understand. So the solution that must be done is that teachers must participate in learning design training provided by the minister of education and culture during the covid-19 pandemic. Then to overcome student learning difficulties, teachers should conduct video conferences to conduct question and answer sessions and discuss learning materials.

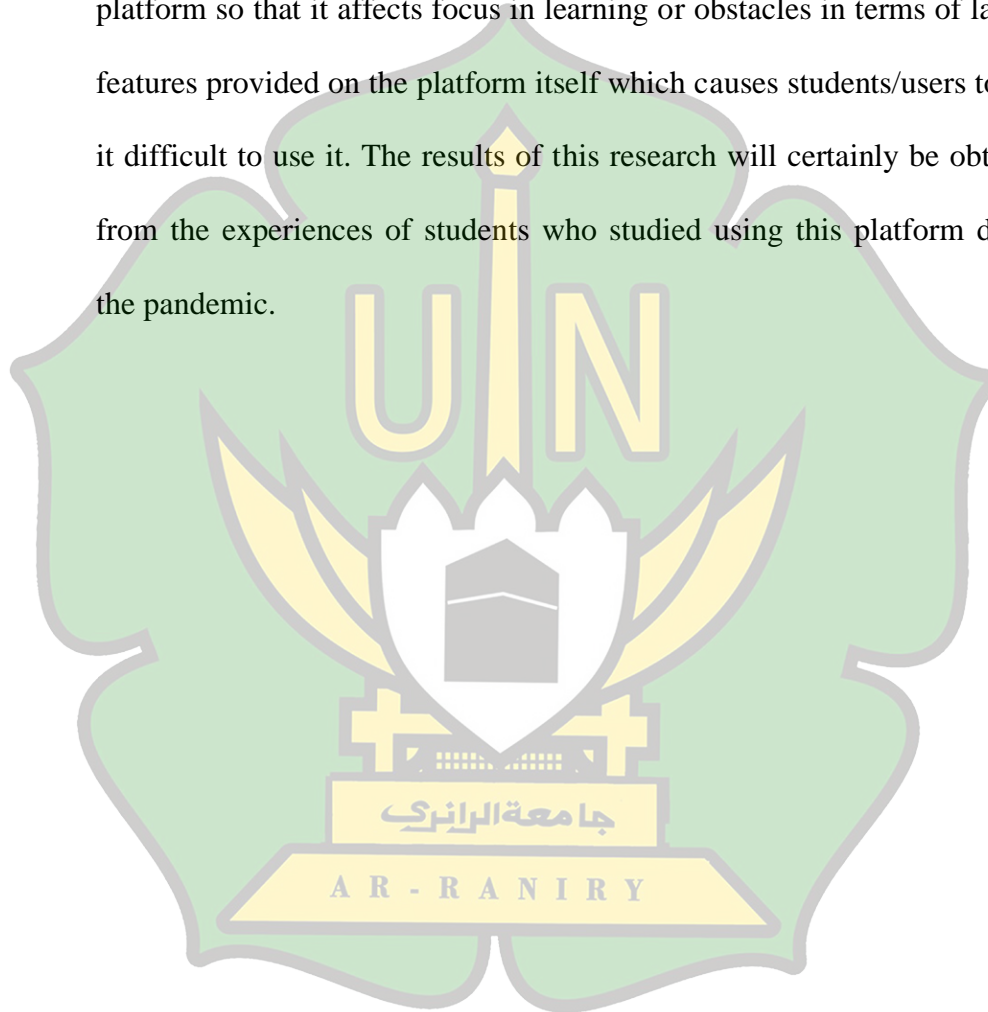
The next study by Andriani (2021) was entitled EFL Students' Difficulties in Online Learning during the Covid-19 Pandemic. This study aims to explain the difficulties experienced by students in online learning during the Covid-19 pandemic. Qualitative descriptive is the method used by the researcher, namely by using a questionnaire. The sample is 35 students from Department of English language Education at Lancang Kuning University. The results showed that the main difficulties experienced by students were physical constraints, students felt a lot of eyestrain and psychological obstacles were lack of learning motivation. In the end, the researcher concludes that it is very necessary to have a good preparation to run online learning. All elements such as students,

educators, institutions, and the government need to have both mental and physical readiness. Then, online learning must be supported by a smartphone or computer with a good internet connection. Educators must also have the competence to carry out online classes so that they can attract students' interest in learning. And the last is a good environment in order to increase the motivation of educators and students in online classes.

This other study concerns students' perceptions. A study conducted by Hussaini (2020) entitled "Effectiveness of Google Classroom as A Digital Tool in Teaching and Learning." The design in this study is quantitative by conducting a perception survey on all second year students at the faculty of education, Kebbi State University of Science and Technology Aliero Nigeria. The results show that with the use of Google Classroom in student learning, students become more active, also very effective in increasing students' attention to learning. However, the obstacle experienced by students is the instability of the internet network, which disrupts the teaching and learning process and can also make them late in submitting assignments. Hence the university must ensure that the network is improved to address the problem of poor networking that can hinder student participation in learning.

Especially during this pandemic, teachers/lecturers do not use blended learning methods but online learning in their entirety. However, this study focuses on the obstacles experienced by students of the

Department of English Language Education at Uin Ar-Raniry who in every lesson using Google Classroom during this pandemic. The obstacles experienced are obstacles that generally occur in online learning such as internet network instability, lack of student knowledge in using this platform so that it affects focus in learning or obstacles in terms of lack of features provided on the platform itself which causes students/users to find it difficult to use it. The results of this research will certainly be obtained from the experiences of students who studied using this platform during the pandemic.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a qualitative approach. Creswell (2014) defined “Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.” Moleong (2004, as cited in Royadi *et al.*, 2019) stated that qualitative research focuses on understanding phenomena directly experienced by research subjects; this includes perception, motivation, action, and behavior.

Thus, qualitative research aims to gain a deeper understanding and reveal the meaning of a phenomenon in our social life. Data is obtained based on perceptions, experiences, and attitudes of a person or a group. In this study, the researcher tried to gain a deeper understanding of the constraints experienced by students in online learning using the Google Classroom application during the Covid-19 pandemic and how they could solve the problems they encountered.

B. Research Location

This study was at Ar-Raniry State Islamic University located on Jl. Ar-Raniry Kopelma Darussalam (Campus Circle) – Banda Aceh. The university was founded on October 5th, 1963. The status of this Islamic University changed from IAIN Ar-Raniry on October 1, 2013. "Ar-Raniry" is taken from Syeikh Nuruddin Ar-Raniry, who ruled 1637-1641. He

contributed to the development of Islamic thought in Southeast Asia, particularly in Aceh. The university has nine faculties and fifty-four departments.

This research was conducted at the Department of English Language Education (PBI), Faculty of Education and Teacher Training. The department was established in 1964. Mrs. Syarifah Dahliana, M.Ag., M.Ed., Ph.D. is now the head of the department. Furthermore, the department aims to educate and train its undergraduate students to be educational experts and qualified teachers, particularly for future English teachers.

C. Population and Sample

Creswell (2008) stated that a population is a group of individuals who have the same characteristic. The populations of this research were English Language Education Department students of UIN Ar-Raniry Banda Aceh. The total populations are 860 students. Kabir (2016) stated that the sample is part of the population that represents the characteristic of the population.

In this study, the researcher used a probability technique or what is often referred to as random sampling. In this technique, when the population is very homogeneous, it is very possible that each population has the right to be selected as a sample where the sample collected will represent the entire population (Bhardwaj, 2019). The researcher chose the type of stratified random sampling as opinion of Ackoff cited by Taherdoost

(2016) where the research population was divided into subgroups based on gender, company size or occupation and so on. Thus, samples can be drawn randomly from each subgroup to ensure that each stratum is represented as a sample. The reason for choosing a random technique with a stratified sampling type is because the researcher took 7 students from 860 students covering the grades of 2015, 2016, 2017, 2018, 2019, 2020, and 2021. So the researcher used the lottery method by writing the name of each member of the population who will be separated by the grades and stored in boxes. Then for each grade, 1 sample taken randomly would represent each grade from the population.

D. Data Collection

This research collected data by interviewing the participants. An interview is typically a face-to-face conversation, telephone interview between a researcher and respondent involving the transfer of information to the interviewer (Creswell, 2014). The interview is described as a form of consultation in which the researcher seeks to know and discuss a phenomenon or deeper knowledge of a problem as the point of view of the individuals needed to answer the research (Anozie, 2017). So the interview aims to obtain information directly based on the subject's point of view regarding the data that can explain the research problem.

Stuckey (2013) describes three types of interviews which include Structured interviews, Semi-structured interviews, and Narrative interviews. In a structured interview, the researcher will make structured questions with

limited response categories and will not generate new questions after getting responses from the participants. While the semi-structured interview, in this type, the researcher will make online questions in outline, but the responses from the participants will determine the way of the interview. In addition, a Narrative interview is a type of interview that requires information or stories based on the unfolding of events or actions from the participants' life experiences.

In this study, the researcher collected data with the type of Semi-Structured interview because the information needed is the participants' personal experience and attitudes in-depth. The researcher only prepared an outline of the map as a guide. Then the interview flow would be determined by the responses from the participants but still controlled and not out of the interview objectives.

E. Data Analysis

This data analyzed according to the explanation of Griffe (2012). First, the researcher will listen to the recording and transcribe it. Then the researcher read the transcript repeatedly to be familiar with what was said. After understanding the transcript, the researcher coded interview each theme with a short word or phrase, for example, "GC" for Google Classroom. Next, the researcher wrote a summary of the coded data by writing the code above and then wrote down what the respondent said below the code so that it can reduce several pages of interview data on the

transcript. Finally, the researcher wrote a memo to herself as lessons learned from the interview.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter includes data findings regarding the obstacles experienced by students in lectures using the Google Classroom application during the Covid-19 pandemic. Data obtained by interview analysis. The researcher chose the semi-structured interview to obtain more in-depth data from the participants' experiences. Interviews have been conducted since December 2021 involving 7 participants who have been chosen through random sampling technique. They were students of the English Language Education Department at UIN Ar-Raniry who are studying using the Google Classroom application during the Covid-19 pandemic. The interview participants were HA, CR, IB, RW, MA, RD, and RT, whose initials were written to maintain their privacy.

There were six questions asked to the participants. Furthermore, after analyzing the data, the researcher presented these points:

1. Students' obstacles about using Google Classroom in learning

Based on the interviews, the researcher collected some data showing various problems experienced by students of the English Language Education Department in lectures using the Google Classroom application during the Covid-19 pandemic. It is divided into four

categories: Google Classroom application, internet connection, students' understanding of learning materials, students' interest and motivation in learning.

a. Google Classroom application

The results show that when asked about the obstacles they felt in using Google Classroom, almost all participants answered that they did not have their problems because they had used the application for a long time. They only experienced problems the first time they used it at the beginning of online lectures during the Covid-19 pandemic. As stated by HA:

“As for the app itself, I don't think it's a big problem because I've been using it for a long time, so I understand how it works. But the first time I used it I felt like I didn't understand a lot of things, I didn't know what Google Classroom was and what it did, but after using it for a while I felt there were no more problems.”

A similar opinion was explained by IB:

“I don't think it's a problem in using Google Classroom except at the time when online lectures were first implemented.”

Supported by RW, she puts it:

“Well, about your question about the obstacles of the Google Classroom application in lectures, for me personally, I think it really works, because the application on my phone goes well and the features also. Then, before I went to college, my senior gave some introduction on how to use Google Classroom, so I have a little knowledge about how to use it and I don't find it so difficult,

especially when using it for a long time, I can use the application better.”

So it can be concluded from the participants' responses that they only felt a slight problem in using Google Classroom at the beginning of the implementation of online lectures, it was because they were not familiar with the application. But after using it for quite a long time, they feel better about using it. Then the application is also easily accessible, and its features work well.

b. Internet connection

There are two different types of answers regarding the problem of internet connection. It is found in comparing participants who live in urban areas and remote areas. CR stated:

” For the internet connection, yes, because with a bad connection, the application cannot run properly. For me personally living in rural area which has bad connection so I can't use Google Classroom well and I think it's really a big problem in my lectures. You know, like we have to submit the assignment on time but the internet connection is bad so my assignment didn't submit. Well I think I have to make sure my internet connection is good to avoid the pending task to be submitted like go find another place around my village with good internet connection, usually I go to Warkop, it's like a coffee shop. But also I think it's all students' problem like not only students living in rural but also sometimes happens to students living in city area, this can happen when the weather is bad and electricity is off.”

RW also said:

“I think a big problem with my lectures if I don't look for other initiatives. Living in a rural area with a bad connection is very annoying, my assignments don't want to be sent, and it's also difficult to download materials or readings sent by the lecturer.”

Meanwhile, participants who live in urban areas, such as RT, said:

"I live in the city, the internet connection works well, it makes it easier for me to send assignments and download materials from the lecturers. But, it sometimes happens when heavy rain or electricity is off, but that's also not a big problem because I usually prepare for college well, usually I prepare several internet providers such as Telkomsel and Tri, if one of them a bad connection I can switch to another. So I think it's very important to prepare well."

The response of IB also supports it:

“The only problem is when the weather is bad, but if not, the internet connection is usually good because I live in the city.”

Regarding the internet connection problem, the researcher concludes that there are only two different answers. The difference is in the area they occupy. Participants who live in cities feel that they have no problems with internet connection. They feel that the internet connection runs well, except when the weather is terrible, or the electricity is off. Meanwhile, those who live in remote areas feel that they have problems with their internet connection. They have difficulty in submitting assignments or downloading materials given by lecturers.

c. Students' understanding of learning materials

In addition, another obstacle faced by students in online learning using Google Classroom is in understanding their lecture material. As stated by HA:

“Usually in online learning we do not only use Google Classroom application but we also use like Zoom meeting application, Google Meet, and WhatsApp. But sometimes when lecturers only use the Google Classroom application, for example giving material without explaining it in other applications, it's a bit difficult for me to understand the material. Then when there is something that I don't understand, I leave a comment on the stream feature but sometimes the lecturer doesn't reply immediately, so it's a bit difficult to understand the material.”

The same opinion was mentioned by MA:

“Sometimes I don't really understand the material in lectures, such as when I'm only given a reading text, and not long after that I'm immediately given an assignment, and I feel very confused. I really feel the significant difference in this online learning compared to offline lectures in my understanding of the learning material.”

The same opinion was mentioned by IB:

“Of course I had a hard time, it was so difficult for me to understand the whole material and sometimes when the lecturer gave it like a reading text, moreover sometimes we get some of reading text such as 1, 2, and 3, while the time, I think quite short. Even when I confuse, it was a bit difficult to ask and immediately get a response from the lecturer.”

So based on some of the responses from the participants above, the researcher concluded that students had difficulty when the lecturer only gives lecture material, such as reading a text without explaining it. Especially if there are things you want to ask, it takes a bit of time for their questions to be responded to by the lecturer. So they have a little difficulty in understanding the material.

d. Students' interest and motivation in online learning

The average participants' answers showed the same results that their interest and motivation to learn was quite decreased. Especially when compared to face-to-face learning. As stated by CR:

"I think I have downs in lectures, especially this pandemic with online lectures; I really lack interest in learning and motivation. I think online class is not very effective. I also feel bored quickly because I am the type of person who prefers direct interaction, meeting friends. Then, I feel many things that distract learning focus, like when the internet network has problems, looking at the monitor screen for too long also makes me dizzy. So I think my interest in learning is quite downs."

Besides, MA also argued that:

"Honestly, I don't think I'm too interested and motivated to learn using the app or any other apps, because I'm not very comfortable using it. Sometimes I feel dizzy when I have to read text and focus on the monitor for too long and I feel bored quickly with learning."

It is also supported by the response of RT:

“Because I have a little problem in my eyes, actually I'm minus. I'm not comfortable looking at the computer for too long. So I am less interested and motivated in learning.”

The researcher concluded that, on average, the participants were not very interested and motivated in online learning. They feel bored quickly in learning because it is only done remotely. Some also said that interacting face-to-face and meeting people was more enjoyable. Focusing on a computer screen or cellphone for a long time also makes them feel uncomfortable, such as feeling dizzy, especially for those who have problems with minus eyes, they feel very uncomfortable. They feel that online learning is less effective, especially compared to face-to-face learning. However, they still feel that they have to deal with it as much as possible.

2. How students solve problems in online learning with Google Classroom

In various problems students face in Google Classroom lectures, the researcher found several different answers, but some were the same. The participants also thought that as much as possible, they should solve every problem they face in online learning, including those using Google Classroom. As stated by participant HA:

"I have to motivate myself to study and make myself comfortable. Personally, I like to study in a place with a good view, and so if I feel bored, I can refresh myself for a while. And about the

materials, I will ask my friends but if they don't really understand I will ask about the lectures again like on What Sapp.

Supported by participant statement CR:

“Because I live in a rural area with very bad internet connection so I have to find a place around my village with a good internet connection and before class starts I have to go there. Then if I don't understand the material I will ask my friends but if they don't understand too I will ask my lecturer and also I can browse in the internet like Google and try to make myself understand with other references. And when I feel very bored, I will stop reading for a while, take a break for a while, refresh myself like listening to music, I have to make myself comfortable, so I can continue reading or studying.”

RT said:

“Because the biggest problem for me is having minus eyes, usually when my eyes feel uncomfortable I stop for a while, but I don't watch YouTube video or use my phone because I need to rest my eyes. If there is material that I don't understand, I can look it up on Google, ask my friends, but if I'm still confused, I usually text the lecturer on What Sapp. I also don't have problems with the internet because my area has a good internet connection.”

RW said:

“I usually stop reading or studying about 10 minutes when I get bored, then watch YouTube video or listen to music. If there is material that I don't understand, I usually ask other friends. And about internet connection, I don't have a significant problem, because I also prepare a lot before classes, such as providing 2 internet providers, so if the electricity is off and the internet connection is bad, I can still switch to another internet provider. I

think we must prepare well before studying especially in this pandemic.”

The participants felt they still needed to overcome their lecture problems while studying online during this pandemic. There are all sorts of different ways they can deal with it. In terms of internet connection, some participants who live in rural areas feel it is urgent to find a place that has a good internet connection. Still, those who live in urban areas with a good internet connection are also aware of this because the bad connection can suddenly happen when the weather is terrible, or the electricity is off.

Then on the problem of understanding their material, most of them answered that if they had difficulty understanding it, they would ask their friends, search on Google, or directly ask the lecturer by sending a WhatsApp message. And the things that are no less important are to overcome problems with their interest and motivation to learn. They usually take a short break, listen to music, and watch YouTube videos. Some feel they need to study in a place with an excellent view to be more enjoyable. They think that they have to make them comfortable to continue studying well. So the researcher found various ways that participants overcame their online learning problems using Google Classroom.

Filgona et al., (2020) describes that motivation is one of the most important elements in learning. Motivation can make students actively involved in learning, they will also get many benefits from their learning. So

by increasing students' learning motivation, they will learn better. From the importance of motivation in learning, so students must try to improve it.

B. Discussion

1. Students' obstacles in online learning using Google Classroom

This study aims to discover the various obstacles students face in online learning using the Google Classroom application during the Covid-19 pandemic and how they overcome these problems. The results obtained are pretty similar, and there are only slight differences, where each respondent provides answers based on their respective experiences.

From the interviews, the researcher got an overview of the obstacles faced by students in online lectures with Google Classroom. The researcher pointed out several problems in terms of application and how to use it, internet connection, understanding of the material, students' interests and motivations in learning online with Google Classroom, and how they solve their problems.

The results showed that students did not experience significant problems with the Google Classroom application itself or how to use it. They only experienced a few problems on how to use it because they were not familiar with the application, but that happened at the beginning of the implementation of online learning. Moreover, most of them feel that there are no more problems after using it for a long time. They are familiar with the features provided and use them well. This is not in line with the opinion

of Islam (2019) which argues that learning with Google classroom is not going well because students do not really understand the techniques in using the platform. But, this is in line with the opinion of Lai (2015) quoted from Zainuddin *et al.*, (2019) that various kinds of technology have become very familiar among students because they use it in their daily needs, so it will greatly facilitate them in using technology during learning.

Furthermore, there are only two different answers regarding internet connection issues. Students who live in urban areas do not feel a problem with an internet connection unless the weather is bad or the power goes out. But it's not a big problem because they have prepared another initiative if that happens. So far, learning is pretty smooth. In contrast to students who live in rural areas, it becomes a significant problem because the internet connection is terrible. Learning does not go well with the poor internet connection; their assignments are also difficult to collect. So, they will try to find a place where they live with a good internet connection so that learning can run as it should. Efriana (2021), in her research entitled "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution", shows the results that the problems students face in online learning are internet network access, student inactivity in participating in learning, and limited supporting facilities.

Then, students feel that they do not understand well the learning materials in this online learning. Especially when sometimes lecturers only share some material or reading in Google Classroom without explaining it in

other applications such as Zoom meetings or Google Meet. Especially when there is a material that they do not understand, they say that it is quite difficult to get a quick response to the questions they leave in the stream feature in Google Classroom. This is in line with the findings of Diana *et al.*, (2021), who emphasized that several things that cause students to have difficulty learning with the Google Classroom application are when the teacher only provides material in the form of reading or videos without explaining it directly. Moreover, when students have difficulty understanding the material, they cannot communicate orally, and the teacher also does not directly answer students' questions in the application forum.

Students also feel that their interest and motivation in learning have decreased significantly since online lectures. According to them, online learning is quite dull because they cannot meet people and interact face to face. In addition, they quickly feel dizzy because they stare at the monitor screen for too long. Moreover, some students have minus eyes, which makes them very uncomfortable using computers or cell phones for too long. So they feel less satisfied with online learning, which makes their learning interest and motivation immensely decrease.

Almaghas (2018) states, compared to online learning, students are more comfortable with face-to-face learning. That's because online learning feels boring for students and can be stressful. Students become less interested and motivated in learning. Khrisna *et al.*, (2021) also stated in their research that too much exposure to a cellphone or computer screen

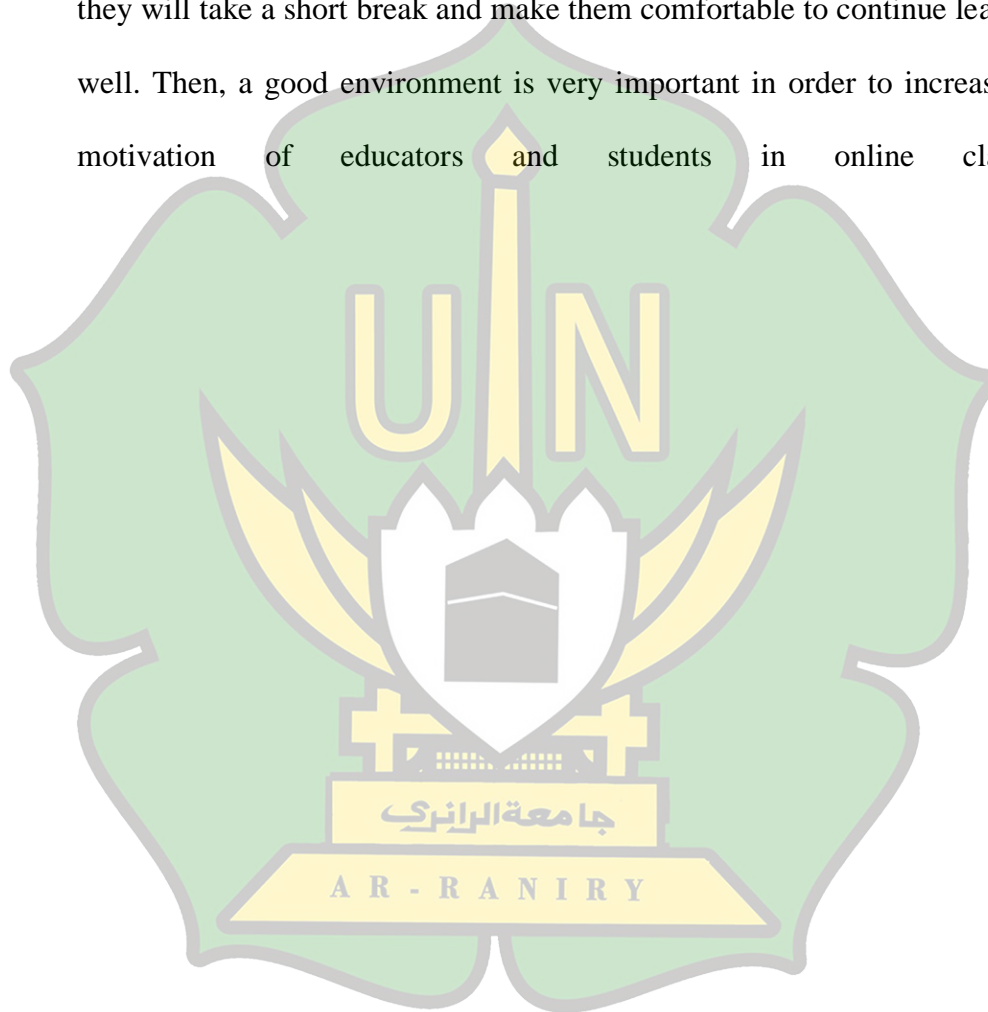
could cause headaches, eye strain, muscle fatigue, and various things that make the body uncomfortable. In addition, it is also associated with mental health, namely excessive stress or anxiety.

2. Students' problem solving

On the use of the Google Classroom platform, they feel it is not too problematic. They have used various technologies in their daily needs and feel quite familiar with the learning platform especially with long-standing use. So they feel they are quite advanced in using the features provided from the platform. Moreover, most of them feel that there are no more problems after using it for a long time

Regarding all the obstacles in online lectures in general or using Google Classroom, students feel they need to solve their problems. They will make good preparations before the lecture, such as setting up a backup for the internet provider. If the internet goes terrible, they still have other initiatives to continue learning. Students who live in remote areas also take the initiative to find a place nearby that has a good internet connection. In addition as explained by Andriani *et al.*, (2021) careful preparation is needed to run online learning. Online learning must be supported by a smartphone or computer with a good internet connection. So students must be able to prepare well, students must make sure they are in a place with a good internet network or if the internet is interrupted students must have other alternatives so that learning can run well and their focus will not be disturbed.

Furthermore, if they have difficulty understanding the material, they take the initiative to ask friends, send messages via WhatsApp to lecturers, or find further understanding on YouTube or Google. In addition, if they feel bored and start to feel uncomfortable, such as dizziness or eye strain, they will take a short break and make them comfortable to continue learning well. Then, a good environment is very important in order to increase the motivation of educators and students in online classes.



BAB V

CONCLUSION AND RECOMMENDATIONS

This last chapter discusses the conclusions of the findings specified. The researcher concluded the data analysis and discussed the results accordingly.

A. Conclusion

Google Classroom is an application that aims to manage classes, deliver materials and distribute assignments online. In addition teachers can also manage various documents that students need in learning. So, even in the midst of the Covid-19 pandemic, schools or campuses can continue leaning online. So, various online learning applications including Google Classroom are considered very helpful in this pandemic condition.

In conclusion, online learning using Google Classroom does not always run well. Some of the obstacles that the researcher got were obstacles in the early use of Google Classroom. Students had a little difficulty using it because they were not familiar with the application, but after using it for a long time, they could use it better. Then there are also problems with the internet network. Students in remote areas have terrible internet networks, while those in urban areas have good networks unless the weather is terrible.

Furthermore, students find material difficulties when the lecturer only provides material without directly explaining it. In addition, they also

feel uncomfortable because they focus on the computer screen or e-mail for too long, so that sometimes they feel dizzy or strain their eyes. They also don't like distance learning which makes them bored quickly because they don't meet and interact directly with people. Therefore, they feel their interest and motivation is quite decreased. In addition, they continue to do various ways to be motivated to learn, such as preparing sufficient learning needs, making themselves comfortable in studying, and taking a short break. If they have difficulty understanding the material, they will send messages to friends or lecturers and find out more through YouTube and Google.

B. Recommendations

1. Students

Students are expected to overcome various problems they experience in online learning with Google Classroom. They are advised to prepare their learning needs well and make themselves comfortable in this online learning to motivate them to learn.

2. Lecturers

Lecturers are suggested to make learning more exciting and easier for students to understand. They can also use other learning applications such as Google Meet or Zoom Meeting to support teaching and learning in Google Classroom. In addition, lecturers should also pay more attention to students' difficulties in learning so that they can work together to create a better teaching-learning process.

3. Other reseachers

This research can be a reference for further researchers interested in researching the obstacles experienced by students in online learning uusing Google Classroom during the Covid-19 pandemic. In addition, this research also describes various way students can overcome these problems, which maybe usefull as additional information.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11098/UN.08/FTK/KP.07.6/07/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2021
- Menetapkan** :
PERTAMA :
Menunjuk Saudara:
1. Safrul Muluk, Ph.D
2. Rahmi Fhonna, MA
Untuk membimbing Skripsi :
Nama : **Marzatil Annisa**
NIM : **160203042**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Obstacles in Using Google Clasroom During the Covid-19 Pandemic**
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 29 Juli 2021
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA
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Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-17431/Un.08/FTK.1/TL.00/12/2021

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar -
Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MARZATIL ANNISA / 160203042**

Semester/Jurusan : XI / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Miruk Taman Gampoeng Tanjung Selamat, Lr. Pelangi Kec.
Darussalam, Kab. Aceh Besar.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Obstacles in Using Google Classroom During the Covid-19 Pandemic***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 Desember 2021

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 01 Januari
2022

Dr. M. Chalis, M.Ag.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-137/Un.08/PBI/TL.00/03/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-17431/Un.08/FTK.I/TL.00/12/2021 tanggal 07 Desember 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Marzatil Annisa
NIM : 170203042
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Students' Obstacles in Using Google Classroom During the Covid-19 Pandemic

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 28 Maret 2022

Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

جامعة الرانيري

AR - RANIRY

INTERVIEW PROTOCOL

Project : Students' Obstacles in Using Google Classroom during the Covid-19 Pandemic.

Time of Interview :-

Date and Place :-

Interviewer : Marzatil Annisa

Interviewee :-

This study aims to find out the various obstacles that students feel about using Google Classroom in online learning during this pandemic and find out how they can overcome the problems they are experiencing. The data will be collected by using semi-structured interview that will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about your obstacles in using Google Classroom in online learning during Covid-19 pandemic and how you overcome the problems and difficulties that you have in the online learning. The interview process will take approximately 15 minutes.

(Research Question 1)

What obstacles do students face in using Google Classroom as an online learning media during the covid-19 pandemic?

Questions

1. Have you ever had problems in using Google Classroom in lectures?
2. Have you ever experienced problems during your lectures in terms of internet connection?
3. Are there any obstacles that you feel during the lectures in terms of your understanding of learning material?
4. Did your interest and motivation to learn decrease during the lecture?

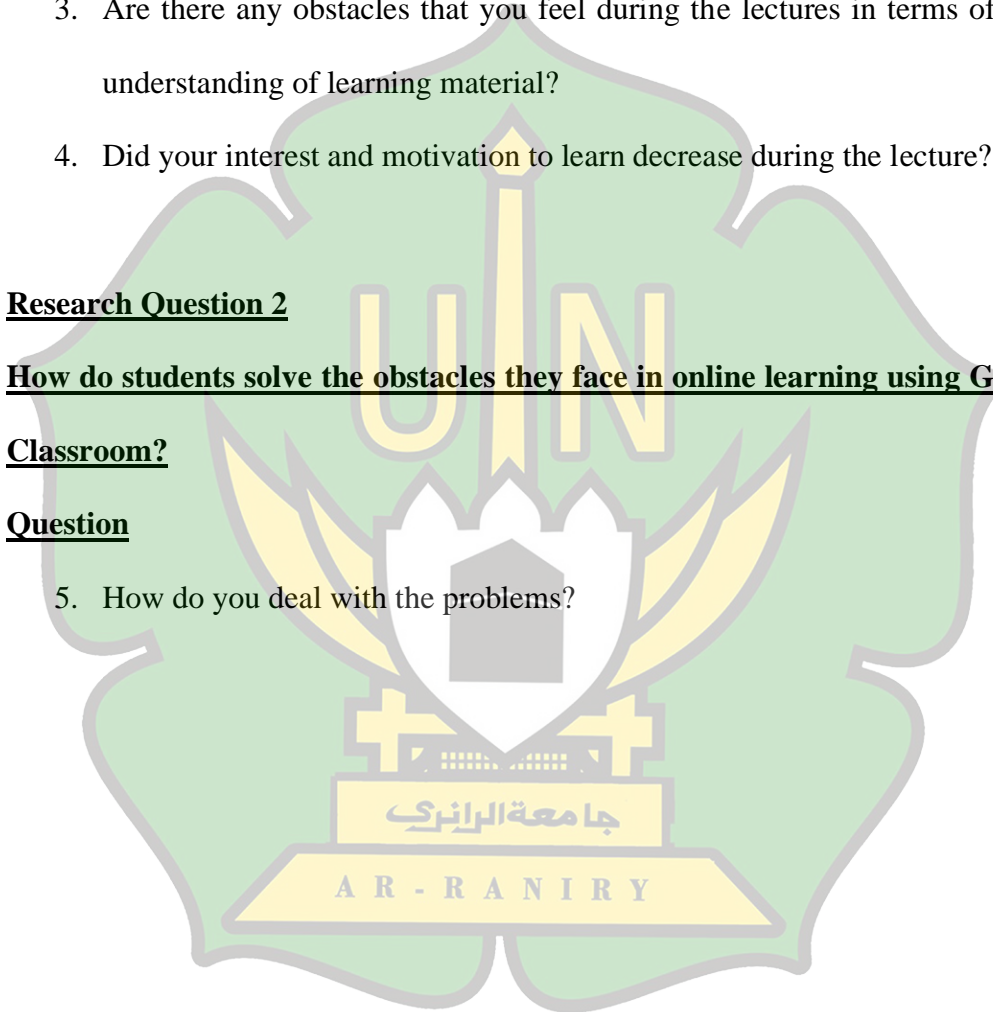
Research Question 2

How do students solve the obstacles they face in online learning using Google

Classroom?

Question

5. How do you deal with the problems?



INTERVIEW TRANSCRIPT

Participant 1

Interviewee : HA

Date of interview : December 11th, 2021

Time of interview : 10.00 WIB

Place : Online Interview Via Phone

Interviewer : Have you ever had problems in using Google Classroom in lectures?

Participant : As for the app itself, I don't think it's a big problem because I've been using it for a long time, so I understand how it works. But the first time I used it I felt like I didn't understand a lot of things, I didn't know what Google Classroom was and what it did, but after using it for a while I felt there were no more problems.

Interviewer : Have you ever experienced problems during your lectures in terms of internet connection?

Participant : The internet connection where I live is good, so learning going well, and then like upload assignments is easy. It is only difficult when there is a blackout.

Interviewer : Are there any obstacles that you feel during the lectures in terms of your understanding of learning material?

Participant : Usually in online learning we do not only use Google Classroom application but we also use like Zoom meeting application, Google Meet, and WhatsApp. But sometimes when lecturers only use the Google Classroom application, for example giving material without explaining it in other applications, it's a bit difficult for me to understand the material. Then when there is something that I don't understand, I leave a comment on the stream feature but sometimes the lecturer doesn't reply immediately, so it's a bit difficult to understand the material.

Interviewer : Did your interest and motivation to learn decrease during the lecture?

Participant : I am not motivated, not really motivated in online learning with Google Classroom. In my opinion it is quite boring, I get dizzy When I am reading on the screen for too long.

Interviewer : How do you deal with the problems?

Participant : I must motivate myself to study and make myself comfortable. Personally, I like to study in a place with a good view, and so if I feel bored, I can refresh myself for a while. And about the materials, I will ask my friends

but if they don't really understand I will ask about the lectures again like on Whatsapp.



Participant 2

Interviewee : CR

Date of interview : December 11th, 2021

Time of interview : 02.00 WIB

Place : Online Interview Via Phone

Interviewer : Have you ever had problems in using Google Classroom in lectures?

Participant : If now I am often using it, so it works well. But I admit it was a bit difficult at the beginning, that is because I was not familiar with google classroom.

Interviewer : Have you ever experienced problems during your lectures in terms of internet connection?

Participant : For the internet connection, yes, because with a bad connection, the application cannot run properly. For me personally living in rural area which has bad connection so I can't use Google Classroom well and I think it's really a big problem in my lectures. You know, like we have to submit the assignment on time but the internet connection is bad so my assignment didn't submit. Well I think I have to make sure my internet connection is good to avoid the pending task to be submitted like go find another place around my village with good internet

connection, usually I go to Warkop, it's like a coffee shop. But also I think it's all students' problem like not only students living in rural but also sometimes happens to students living in city area, this can happen when the weather is bad and electricity is off.

Interviewer : Are there any obstacles that you feel during the lectures in terms of your understanding of learning material?

Participant : I think that my understanding of material, I think very different when I still studying face-to-face, now I don't really understand, because when I use Google Classroom lecturer usually give material, sometimes they explained in via zoom, but if internet connection is bad, it distract me when I concentrate to listen, that, listen the explanation.

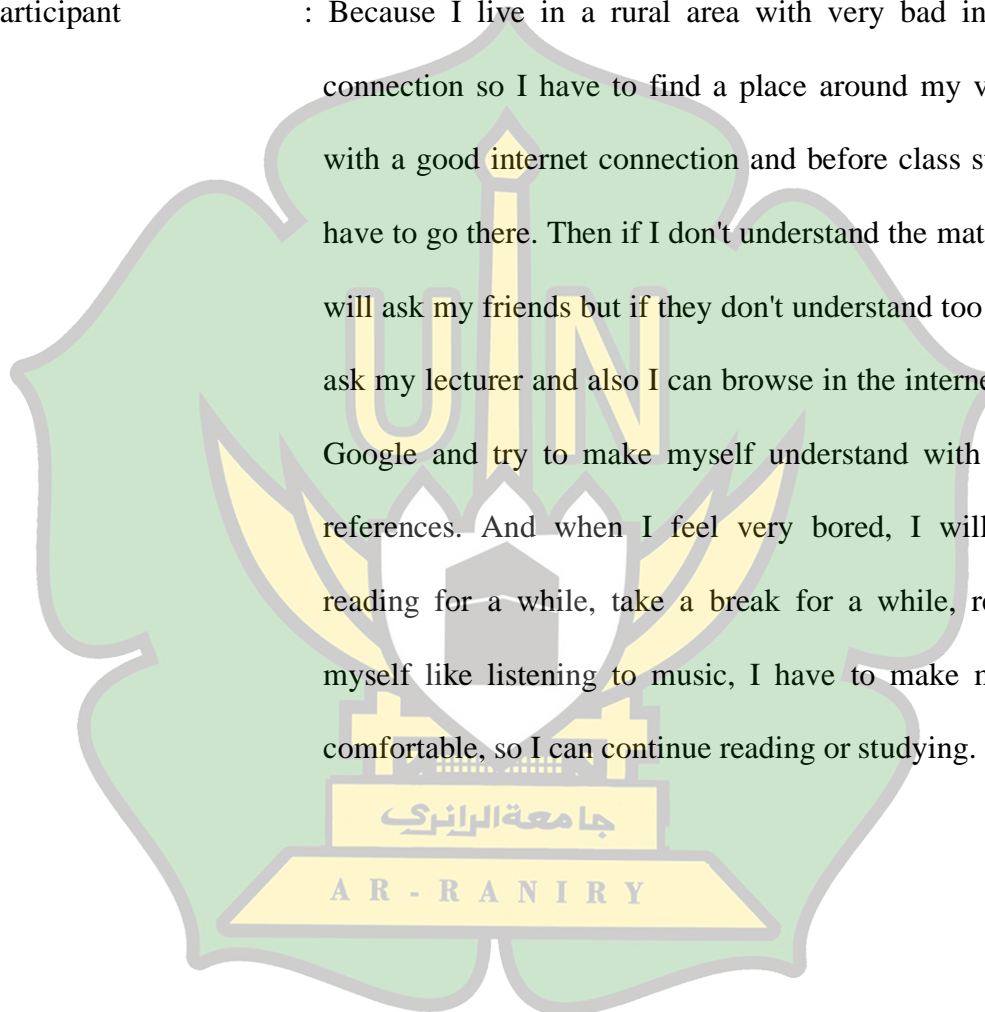
Interviewer : Did your interest and motivation to learn decrease during the lecture?

Participant : I think I have downs in lectures, especially this pandemic with online lectures; I really lack interest in learning and motivation. I think online class is not very effective. I also feel bored quickly because I am the type of person who prefers direct interaction, meeting friends. Then, I feel many things that distract learning focus, like when

the internet network has problems, looking at the monitor screen for too long also makes me dizzy. So I think my interest in learning is quite down.

Interviewer : How do you deal with the problems?

Participant : Because I live in a rural area with very bad internet connection so I have to find a place around my village with a good internet connection and before class starts I have to go there. Then if I don't understand the material I will ask my friends but if they don't understand too I will ask my lecturer and also I can browse in the internet like Google and try to make myself understand with other references. And when I feel very bored, I will stop reading for a while, take a break for a while, refresh myself like listening to music, I have to make myself comfortable, so I can continue reading or studying.



Participant 3

Interviewee : IB

Date of interview : December 12th, 2021

Time of interview : 9.10 WIB

Place : Online Interview Via Phone

Interviewer : Have you ever had problems in using Google Classroom in lectures?

Participant : I don't think it's a problem in using Google Classroom except at the time when online lectures were first implemented.

Interviewer : Have you ever experienced problems during your lectures in terms of internet connection?

Participant : The only problem is when the weather is bad, but if not, the internet connection is usually good because I live in the city.

Interviewer : Are there any obstacles that you feel during the lectures in terms of your understanding of learning material?

Participant : Of course I had a hard time, it was so difficult for me to understand the whole material and sometimes when the lecturer gave it like a reading text, moreover sometimes we get some of reading text such as 1, 2, and 3, while the time, I think quite short. Even when I confuse, it

was a bit difficult to ask and immediately get a response from the lecturer.

Interviewer : Did your interest and motivation to learn decrease during the lecture?

Participant : Really, studying with Google Classroom is boring for me. If you ask about my motivation to study, I think it's not good just like before in face to face learning. I bored quickly, because we only do discussions in long distance and that also makes me sleepy while studying.

Interviewer : How do you deal with the problems?

Participant : Usually when I'm getting bored, I refresh for a while, like watching a funny video. if there is material that I don't understand, I usually ask a friend.



Participant 4

Interviewee : RW

Date of interview : December 12th, 2021

Time of interview : 11.35 WIB

Place : Online Interview Via Phone

Interviewer : Have you ever had problems in using Google Classroom in lectures?

Participant : Well, your question about the obstacles of the Google Classroom application in lectures, for me personally, I think it really works, because the application on my phone goes well and the features also. Then, before I went to college, my senior gave some introduction on how to use Google Classroom, so I have a little knowledge about how to use it and I don't find it so difficult, especially when using it for a long time, I can use the application better.

Interviewer : Have you ever experienced problems during your lectures in terms of internet connection?

Participant : I think a big problem with my lectures if I don't look for other initiatives. Living in a rural area with a bad connection is very annoying, my assignments don't want

to be sent, and it's also difficult to download materials or readings sent by the lecturer.

Interviewer : Are there any obstacles that you feel during the lectures in terms of your understanding of learning material?

Participant : I don't really like studying online with Google Classroom, because sometimes it's hard, like, I mean when I Ask questions, lecturer don't answer my question soon. The material is very difficult to understand if they don't explain.

Interviewer : Did your interest and motivation to learn decrease during the lecture?

Participant : My interest in learning has not bad significantly. but I feel there is a difference if I compare to learning in a classroom, yes, I mean face to face learning. I quickly get sleepy learning that way.

Interviewer : How do you deal with the problems?

Participant : I usually stop reading or studying about 10 minutes when I get bored, then watch YouTube video or listen to music. If there is material that I don't understand, I usually ask other friends. And about internet connection, I don't have a significant problem, because I also prepare a lot before classes, such as providing 2 internet providers, so if the electricity is off and the internet

connection is bad, I can still switch to another internet provider. I think we must prepare well before studying especially in this pandemic.



Participant 5

Interviewee : MA

Date of interview : December 13th, 2021

Time of interview : 10.12 WIB

Place : Online Interview Via Phone

Interviewer : Have you ever had problems in using Google Classroom in lectures?

Participant : I feel comfortable in using google classroom, it is good, when I upload assignment and many activity in there, it is going well.

Interviewer : Have you ever experienced problems during your lectures in terms of internet connection?

Participant : Internet connection so far is good. I can easily studying online during this pandemic. Nothing happen really bad, I mean, sometimes the connection is bad, but it doesn't so long.

Interviewer : Are there any obstacles that you feel during the lectures in terms of your understanding of learning material?

Participant : Sometimes I don't really understand the material in lectures, such as when I'm only given a reading text, and not long after that I'm immediately given an assignment, and I feel very confused. I really feel the significant

difference in this online learning compared to offline lectures in my understanding of the learning material.

Interviewer : Did your interest and motivation to learn decrease during the lecture?

Participant : Honestly, I don't think I'm too interested and motivated to learn using the app or any other apps, because I'm not very comfortable using it. Sometimes I feel dizzy when I have to read text and focus on the monitor for too long and I feel bored quickly with learning.

Interviewer : How do you deal with the problems?

Participant : I quickly get dizzy looking at the screen for too long, usually I do refreshing for a moment. I also, like invite my friends to discuss material that we don't understand. We usually make a call in Whatsapp or through chatting.



Participant 6

Interviewee : RD

Date of interview : December 13th, 2021

Time of interview : 15.10 WIB

Place : Online Interview Via Phone

Interviewer : Have you ever had problems in using Google Classroom in lectures?

Participant : Google Classroom for me, how to use it , ya easy, I only need a moment to adapt with the apps. I mean like uploading tasks is also easy. So, Google classroom application I have no problems in using it.

Interviewer : Have you ever experienced problems during your lectures in terms of internet connection?

Participant : The internet connection is good, so like my assignment, it can be sent quickly, if that is not good it just for a moment, the internet connection I mean is not good for not so long.

Interviewer : Are there any obstacles that you feel during the lectures in terms of your understanding of learning material?

Participant : If talking about to understanding lessons, in my opinion I am not not good, because usually the lecturer gives

reading texts, learning is difficult for me. The class is not really interesting.

Interviewer : Did your interest and motivation to learn decrease during the lecture?

Participant : Yeah, like I said before, the class is not very good, I mean not interesting. I am not really motivated. Sometimes You know, like, so much distraction around, like many noisy. Sometimes I feel so sleepy, because we are just alone, not like face-to-face learning.

Interviewer : How do you deal with the problems?

Participant : I said before that I don't really understand the material, usually I asked friends or looked for explanations like on Youtube, Google, when I was sleepy, I washed my face and make a move a lot.



Participant 7

Interviewee : RT

Date of interview : December 13th, 2021

Time of interview : 21.05 WIB

Place : Online Interview Via Phone

Interviewer : Have you ever had problems in using Google Classroom in lectures?

Participant : It is good and the features use are easy to understand. So I don't feel it hard.

Interviewer : Have you ever experienced problems during your lectures in terms of internet connection?

Participant : I live in the city, the internet connection works well, it makes it easier for me to send assignments and download materials from the lecturers. But, it sometimes happens when heavy rain or electricity is off, but that's also not a big problem because I usually prepare for college well, usually I prepare several internet providers such as Telkomsel and Tri, if one of them a bad connection I can switch to another. So I think it's very important to prepare well.

Interviewer : Are there any obstacles that you feel during the lectures in terms of your understanding of learning material?

Participant : I am very distracted, sometimes I lack concentration, sometimes there are sounds around, that so disturb me, sometimes the internet is bad so I miss the material. So I feel lack of understand.

Interviewer : Did your interest and motivation to learn decrease during the lecture?

Participant : Because I have a little problem in my eyes, actually I'm minus. I'm not comfortable looking at the computer for too long. So I am less interested and motivated in learning.

Interviewer : How do you deal with the problems?

Participant : Because the biggest problem for me is having minus eyes, usually when my eyes feel uncomfortable I stop for a while, but I don't watch YouTube video or use my phone because I need to rest my eyes. If there is material that I don't understand, I can look it up on Google, ask my friends, but if I'm still confused, I usually text the lecturer on What Sapp. I also don't have problems with the internet because my area has a good internet connection.

AUTOBIOGRAPHY

Full Name : Marzatil Annisa
Student's Number : 160203042
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Mother's Name : Murni
Father's Occupation : -
Mother's Occupation : Farmer
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Junior High School : MTsS Darul Aitami Aceh Selatan (2010-2013)
Senior High School : MAS Darul Aitami Aceh Selatan (2013-2016)
University : UIN Ar-Raniry Banda Aceh (2016-2022)