

PROJECT-BASED LEARNING DURING THE PANDEMIC: WHAT ARE HIGH SCHOOL STUDENTS' VIEWS?

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ABSTRACT- *Project-based learning using Google Classroom needs to be considered in the pandemic era, especially in English language teaching and learning at the high school level. This study aimed to explore how the high school students perceived project-based learning using Google Classroom in learning English. Using a qualitative approach, the data analysis procedure was on the basis of Miles and Huberman (2014) which encompassed data reduction, data display, and drawing conclusion cycles. The research informants were 5 male students and 5 female students selected purposively. The data collection were through both observation and in-depth interviews using open-ended questions. The results of this study showed that students benefited from making them facilitated to receive learning materials, learn to use technology and develop their academic skills. However, the findings also showed several shortcomings, namely, students feel less understanding in learning, feel lack of interaction between teachers and students which led them be more passive during the learning. The implication of the findings are considered important to help teachers to pay more attention to the process of teaching and learning of English language.*

Keywords: *Project-based Learning, Online learning, Google Classroom, covid-19 pandemic*

INTRODUCTION

Based on the latest data of Covid-19, globally 227 countries have been affected by the spread of Covid-19. This situation has its own challenges for educational institutions, especially senior high schools. Ministry of Education and Culture of the Republic of Indonesia issued a Circular to educational institutions and school institutions, including universities, during Covid-19 while conventional school teaching and learning activities were stopped and suggested that the learning process be carried out from home through e-learning. E-learning platforms such as Learning House, Google Classroom, Quipper School, Teacher's Room, Zoom, and so on are highly recommended for teachers to use in learning (Kaban & Dalimunte, 2022). Nowadays, because it is widely used and installed, e-

learning platforms have become popular in Indonesia (Oktaria & Rahmayadevi, 2021, p.15).

Google classroom is one of the tools used in online education. To facilitate online learning, educators can use Google classroom. To find out how to manage collections and create paperless assignments. Google Classroom is a platform that makes it easier for users to communicate and provides flow access for students to a series of discussions and submit assignments (Iftakhar, 2016, p.12).

The project-based learning method is one of the teachers' choices for learning English at SMA Darussalam, where the researcher makes observations. According to Slater et.al in (Gai Mali, 2016, p.90) Project Based Learning (PBL) is social practice into which students are socialized through a series of group activities involving the simultaneous learning of language, content, and skills. Besides, it helps students to achieve a greater understanding of a topic, increase their learning motivation (Bell, 2010, p.39).

However, it turns out that there are several obstacles in the process of students learning project-based learning methods through this Google Classroom application. For students who have a bad network connection, of course, it can interfere with the learning process because Google Classroom is used online. When discussing project-based learning through the Google Classroom forum, many students do not understand, so the discussion becomes less than optimal. Also, when the teacher sends project-based learning materials through Google Classroom that have been summarized via pdf, many students feel they do not understand and become less active. Based on the observations of researchers, although Google Classroom makes it easier for schools, teachers, and students to communicate, there are still often misunderstandings in the reception of information from the school to students, teachers to students, or students to students. In this study, the researchers tried to find out students' perceptions on based learning project using Google Classroom application in learning English among students.

LITERATURE REVIEW

Perception

The word perception comes from the Latin word "percipio," which means "receiving; collecting; taking possession activity; apprehension with the intellect or senses". In Oxford advanced learner's dictionary, perception means the way you notice things, especially with the senses. According to Davidoff, perception is a complex and active way of working or processing because it depends on the sensory system and the brain (Akbar, 2015, p.195). For humans, perception is a flexible activity that can adapt well to changing inputs. In everyday life, it appears that the perception of each person has the ability to meet their own needs and adapt well while still paying attention to their environment and culture. In this context, experiences in different cultures can influence how visual information is processed. According to Robbins (2007, p. 175), perception is a process when individuals organize and interpret their sensory impressions in order to give meaning to their environment.

According to Perreault and McCarthy (in Amodu, 2006:149), Perception is the process through which we take in and make sense of the information we see and hear all around us. It is correct to state that perception is a process rather than an action since we are continually gathering and interpreting data from our environment.

Factors Affecting Perception

The factors that play a role in perception according to Walgito (in Akbar, 2015:195) include:

1. Perceived object

The stimulus is produced by the item and is received by the sense organs or receptors. Stimuli can come from outside the perceiving individual, but they can also come from within, directly hitting the receiving nerve, which acts as a receptor.

2. The sense organs, nerves and nervous system

Sensory devices, often known as receptors, are tools for receiving sensations. Furthermore, sensory nerves must exist as a tool for transmitting the stimulus received by the receptor to the central nervous

system, specifically the brain as the center of consciousness. A motor that can shape one's perception is required as a tool for making a reaction.

3. Attention

To realize or generate a perception, attention is required, which is the primary step in the preparation process. Attention is the focus of all individual activities directed at a certain collection of things.

These factors cause individual perceptions to differ and will impact individuals' perceptions of an object or stimulus, even if the object is the same. Even in the same situation, one person's or group's perception can be very different from another person's or group's perception. Individual differences in perception, such as differences in personality, attitudes, or motivation, can be linked back to individual differences. Essentially, this perception is formed within a person, but perception is also modified by experience, the learning process, and information.

Project-Based Learning

According to Bell, Project-Based Learning (PBL) is an approach method in learning which is facilitated by teachers and students who implement it. Students try to demand things they want to know by asking questions that make students curious and arouse their curiosity naturally. This approach to project-based learning begins with an investigation. Students are under the supervision of the teacher in going through this research and guided to develop questions (Bell, 2010:39).

Project-based learning is a learning method which focuses on the learner; the teacher acts mainly as a facilitator and motivator. PBL emphasizes learning activities that are learnercentered and usually integrated with real world concerns (Lam, 2011:140).

Based on the explanation above, learning using the Project-Based Learning method must use real problems so that trainees learn, think, critically and skillfully solve problems and support the development of technical skills and the acquisition of in-depth knowledge. The Project-Based Learning method focuses on: real problem solving, group work, feedback, discussion and final report.

Stages of Project-Based Learning

There are some stages of Project Based Learning implementation according to Kriwas (Fragoulis, 2009:79).

1. Speculation

This stage includes choice of project topic and sensitisation about it, aiming at arousing interest and developing a climate conducive to speculation and investigation that will lead smoothly to the research process. Topic is chosen after a dialogue among all members of the group, and the teacher. The initial stimulus may emerge from the curriculum, or after a discussion about a contemporary local or wider topic of interest, or from reading a newspaper or magazine article.

2. Designing

This stage includes formation of groups and assigning of roles, decisions concerning methodology, sources of information, activities that will take place, and places outside the classroom that students will visit. The better organised and more analytical the structuring of the activities, the easier and faster the research will be conducted.

3. Conducting

At this stage the groups implement the activities designed in the previous stage. Students gather information, process and categorize it. If deemed necessary, there may be intervals of information and feedback, in which students discuss issues related with cooperation among group members, problems of personal relations, and possible changes in group composition.

4. Evaluation

Evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products (Brinia, 2006:82). Evaluation also entails assessment of the experience at individual and group level, identification of errors and problems, but also appraisal of the rich cognitive and experiential material gathered. Evaluation includes evaluation from others, as well as self-evaluation (Fragoulis, 2009: 115).

Advantages of Project-Based Learning

There are some advantages of project-based learning (Westwood, 2008) among others

1. Students can learn how to collect and analyze data which is very important to improve skills and know a learning process.
2. Students learn how to be responsible for their own hard work so that it leads students to know themselves and motivate.
3. The process of this learning teaches how to communicate from various ways and representations in communicating.
4. This approach leads to obtaining facts and how to use them for higher order thinking.
5. This approach directs us to know about the subject matter more deeply and develop that knowledge.
6. This approach also encourages us to have teamwork skills and enhances cooperative learning.

Difficulties of Project-Based Learning

- a. Some students in researching and compiling information do not quite have the required skills.
- b. Some students who appear to be learning but in fact contribute very little and appear to be very actively involved in the work in reality it is not like that.
- c. Where projects involve the production of posters, models, charts, recordings, photographs and written reports on display, there is a danger that these are actually 'window dressing' that hides a fairly shallow investigation and a weak understanding of the topic.
- d. When different aspects of a topic are given to different group members to research, there is a danger that individual members never really gain an overall understanding of the whole topic.

Google Classroom

According to Aini (2018), Google Classroom is a virtual classroom learning media used by teachers as class designers and this online application can be used by students for them to study anytime and anywhere. Google Classroom is used as

media for teaching-learning activities. Iftakhar (2016:12) states that “Classroom helps teachers save time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive and Docs”.

Google Classroom is one of the online learning platforms in which the number of users, especially college students, significantly increased during the COVID-19 pandemic (Azmy, 2020:82). It was concluded that google classroom is a free online application that can help teachers and students during virtual learning. Google Classroom can save time because this application can be accessed at any time and place as long as we have an internet connection. Google Classroom also saves paper usage because it has features that students can use in collecting assignments and teachers can use to check assignments from students.

Advantages of Google Classroom

There are some advantages and disadvantages of google classroom according Papas (in Rahmah et al, 2021:41) as follows;

1. Easy to Use and Access Using

Google Classroom is very easy. Google Classroom can be accessed via a smartphone, tablet, or computer. Using Google Classroom makes it easy for students to create and manage assignments and make announcements, post YouTube videos via links and attach files from Google Drive. Google Classroom can also be accessed via a browser in the search field on Google.

2. Effective For Communication

Google documents can be stored online and shared, which is a big advantage of the Google Classroom app. There are no restrictions on sharing documents through Google Classroom. If the teacher sends assignments and makes announcements through Google Classroom, students will be notified and can directly access them through their Google Drive. Google documents are easy to organize and personalize in Google Drive folders. Therefore, teachers can create assignments or documents and share them with as many students as possible.

3. Speed up the Assignment Process

Google Classroom can be faster and more effective in the assignment process than traditional classrooms because, using Google Classroom, it can be faster and easier to check who has submitted assignments, who has provided feedback, who is still in the process of working on assignments, and of course, can find out who is late in submitting assignments.

4. Good Feedback

Google Classroom provides good support for online students by providing an effective feedback feature because students can comment on each column of documents that have been created and sent by the teacher.

5. Don't Use Paper

In today's digital era, such as using Google Classroom, it is certainly not the same as face-to-face learning assessment. Classroom Island can easily go through the document feature to share assessments without having to use paper or print. Assignments can be graded and distributed to students after being assessed by the teacher. And students are also not afraid of losing assignments that have been sent via Google Classroom.

6. User Friendly

Google Classroom is designed to be detailed yet simple and inviting to a clean and user-friendly environment. There is no doubt that Google Classroom users will find it easy to understand each design.

7. Good Comment System

Google Classroom has a comment field feature that can be used by students. In the announcement or assignment column opened by the teacher, students can comment at the bottom of the comments column and can use it for further online discussion.

8. Used For Everyone

Google Classroom can also be used by educators, not only for students, but educators can also join. Everyone can create a Google classroom and use it as a means of sharing information, as a meeting, or meeting with colleagues, and can also be used for professional development.

Disadvantages of Google Classroom

1. No Automatic Update

When opening the Google Classroom application and carrying out activities such as discussions on the Google Consumer column, there is no automatic update. Therefore, students need to refresh so that important announcements or things are not missed.

2. Difficult Account Management

Not just anyone can enter anything else with a personal number. We must have an account and log in from Google Apps for Education because Google Classroom does not support all domains.

3. Students cannot share

This is a good thing because in Google Classroom, work or assignments that they have submitted through Google Classroom cannot be shared with other colleagues. Unless the owner created the forum, and even that has to be approved for the sharing option, it will cause problems between teacher and student.

4. Unable to edit

If students have submitted their assignments and written their opinions via comments, then their assignments or comments cannot be edited again. They can delete any part of the comment or assignment they want, but doing that can cause problems and will be known to the class forum owner, i.e., the teacher.

5. No Automatic Way Quiz Test

Google Classroom does not provide quizzes or automated tests that can be used by students as a learning test tool.

RESEARCH METHODOLOGY

Using the right method is necessary to understand the problem under study. In this study, the researcher wanted to know the students' perceptions of project based learning using google classroom in learning english by using qualitative descriptive research methods. The purpose of qualitative descriptive research is to provide a complete summary of certain events faced by individuals and groups in common words (Lambert & Lambert, 2012:215).

In accordance with the description above, while qualitative research is research that produces findings that cannot be achieved using statistical

procedures or quantitative methods. Qualitative research is research that aims to understand the phenomena experienced by research subjects. For example, behavior, perception, motivation, action, and so on, holistically in a descriptive way in a special natural context without human intervention and by utilizing optimally as a commonly used scientific method (Sidiq & Choiri, 2019).

According to Bogdan & Biklen (1982), Qualitative research is descriptive. The data collected take the form of words or visuals rather than numbers. Quotations from the data are used to support and illustrate the findings in the final report. Interview notes, field notes, photographs, videotapes, personal papers, memos, and other official records are among the data of the information.

In this study, the researcher used a qualitative descriptive method, which is a research approach to describe students' perceptions of project based learning using the google classroom application in learning English in depth and clearly.

FINDINGS AND DISCUSSION

1. Advantages of project based learning using google classroom in learning english

a. Students Feel Easy to Receive PBL Learning Materials Using Google Classroom

The results of the interviews that have been conducted show that learning about project-based projects can still be learned even through online learning. Because now there are so many applications that can be downloaded through the Playstore on your personal cellphone. Google Classroom which is one of the examples for the use of applications in online learning.

Through the features that exist in Google Classroom and has been specifically designed as a learning medium that can be used by teachers and students. In addition, teachers can open special classrooms for each class, simply by entering an email, then providing a class link that has been created by the teacher as a teacher and also for students who are members of the classroom in Google Classroom.

This also makes it easier for teachers and students to carry out learning anywhere. This will save paper usage which is usually done during face-to-face learning. Teachers can also send materials, summaries and assignments to students via Google Classroom on the provided forum. Likewise with students, they can easily get summary materials and assignments regarding project-based projects or other assignments by opening the Google Classroom application and entering the forum according to their respective classes and subjects. As stated by the participants, *“Iya, karena pada saat tertentu seperti pada masa PPKM tidak memungkinkan kita untuk belajar tatap muka jadi media google classroom tersebut memungkinkan pendidik untuk membuat ruang kelas khusus dan membagikan kode kelas untuk siswa bergabung. Media ini memungkinkan pendidik untuk memberikan tugas dan materi dengan lebih mudah”*.

From this statement, it can be explained that during the COVID-19 pandemic, media such as Google Classroom can facilitate the work of teachers in providing material. It also happens to students, they can easily receive material from the teacher even though learning is not face-to-face.

Statements from other participants also supported those who said *“Mudah sih, karenakan eee dikasi materinya dan bahasa yang dikasi rangkumannya itu cukup mudah bahasanya juga singkat dan padat. Apalagi kan pas saat pandemi kita gak bisa bertemu secara langsung belajarnya tapi masih bisa belajar, walaupun dari aplikasi tapi itu cukup membantu untuk proses belajar sih”*. From this question, it means that it is quite helpful in the pandemic era, even though the learning process is required to be online and cannot meet in person. This google classroom application is quite easy for students to obtain material in the form of a summary of the topic of learning provided by the teacher to continue the teaching and learning process.

There was also a statement from another saying: *“Eee mudah untuk menerima materi dalam bahasa inggris karena pembelajaran juga online, tapi tidak semua pelajaran. Karena beberapa pelajaran perlu dijelaskan, seperti matematika, kimia, dan fisika dan terkadang bahasa Inggris juga perlu”*. Based on this statement, according to the perception of students, it is easy to receive the

material because even though they are learning from home, they can still carry out the teaching and learning process. But there are also those that they feel need to be explained directly, especially related to arithmetic subjects.

b. Students Learn to Develop Technological Knowledge

During the pandemic, of course, learning will continue even though it is not as usual, coming to school, attending class, meeting teachers and friends. This is different because during a pandemic, all learning is through technology. We cannot deny that the progress and development of the world, especially on the technology side, makes new generations have to adapt to continue to develop according to their times, the ease of access to learning through Google Classroom is indeed very helpful in pandemic conditions. The impact that occurs and is experienced by students who do their online learning becomes aware of technological developments, wider awareness of how to learn, usually students when studying must face to face and must prepare themselves before carrying out the learning process. However, when students run online learning they must quickly adapt to technological developments.

This can be seen in the statement from the participant who said “*Dalam google classroom, kalau projects based learning ini dari google classroom itu sedikit menarik karena projects nya ini lebih dikasi materinya lebih berwarna atau lebih ringkas materinya, lebih bisa di pahami walaupun kadang ada juga materi yang kurang dapat dipahami. Berdasarkan dari sisi teknologi juga jadi lebih maju*”. The statement explained that in learning the material about project-based learning through Google Classroom, it was quite able to attract attention in terms of increasingly advanced technology.

There were also responses from other participants saying *Kelebihannya itu jadinya kan karena memang yang dikasi materi karena terbatas kami jadi punya inisiatif untuk lebih menganalisis topik yang diberikan, dicari, ditelusuri dari sumber-sumber yang lain memanfaatkan teknologi yang ada terus juga jadi lebih hemat gunain kertas, karenakan itu eeee dari online pake handphone jadi gak pake kertas untuk mencatat materi*”. Seeing from this response, it can be concluded that this is an advantage in addition to the material that few students

have thought and initiative to take advantage of existing technology. In addition, through Google Classroom, it saves more paper because learning through gadgets or cellphones. That becomes a positive point because students can train to develop ideas.

c. Students Can Develop Communication Skills

During online learning, of course, students go through the learning process using technology. That is why it can develop their ability to use and also utilize technology. In addition, this project-based learning using Google Classroom can certainly improve and develop their skills.

In project-based learning, this is a teaching model that emphasizes students on giving assignments, especially on assignments in the form of projects that direct students to process. This approach model is expected to make students more motivated to learn so that existing skills can develop. This is supported by statements from students who almost all said *“kelebihan yang kami dapat itu miss, kami jadi lebih mudah menyimpulkan dan jadi bisa menganalisis tugas yang diberikan kepada kami terus juga ningkatin skill untuk berfikir gitu”*. Then another student also added a statement by saying *“jadi meningkatkan skill speaking miss, berkomunikasi terus juga jadi eee melatih kerjasama kelompok dan sabar”*.

The students' statements concluded that project-based learning can make students conclude and analyze the material and assignments given. They become more thinking to be responsible in completing the task. Another thing can also improve them how to improve their speaking skills. These skills are certainly very influential for them to be able to communicate well. Students learn to practice communicating among fellow group members and to practice cooperation between each other, how to organize ideas and unite opinions that have been discussed together.

One of the participants also added a little statement by saying *“kami jadi belajar bagaimana caranya untuk kerjasama, mencari solusi dan materi dari berbagai sumber untuk menyelesaikan tugas”*. Thus, from this statement that in

addition to learning how to cooperate with each other, students also learn how to find solutions and take the initiative to seek material from other sources. This makes them develop knowledge to complete their tasks.

2. Disadvantage of project based learning using google classroom in learning english

a. Students Feel Lack of Understanding in Learning

Students experience changes in the system and learning style from previously learning in the classroom, listening to explanations about learning materials directly from the teacher, now learning from home and online. This condition certainly has an effect on students' understanding of the learning materials and their tasks.

Using google classroom as a project-based learning medium in English lessons makes students less understanding of the material. Many of the students felt confused because the summary of the material provided was also limited. The teacher sends the learning material through a forum that has been created in Google Classroom. Then the teacher sends assignments and asks students to do the assignments that have been given. Therefore, students also feel a lack of explanation from the teacher and make them less understanding of the learning material.

Furthermore, the results of the interview the researchers asked about their understanding of project-based learning materials and almost all participants said *“kurang mengerti, karena menurut saya belajar secara langsung itu lebih cepat memahaminya dari pada belajar secara online”*. Then added from another participant who said *“tidak cukup membantu. Karena materi itu terlalu biasa dan monoton. Jadi, para murid tuh biasanya kebanyakan belajar hal-hal yang menghiburkan contohnya kayak dari film, game, atau hal yang lain yang mirip dengan semacamnya”*.

From this statement, it means that the material from project-based learning given by the teacher to students through Google Classroom in learning English does not make them understand. Because students feel they will understand more

quickly if it is explained directly, not only through writing such as a summary of the material. Actually it is quite helpful but they feel quite monotonous and boring in learning. Students usually like to learn material from things that are fun and entertaining. That is why they feel more able to understand the material that is explained directly.

There was also another participant who added by saying n “*Eeee, gak juga sih. Karena emang terbatas kan. Cuma sebatas teks itu doang. Gak ada kalo kita bingung gak bisa nanya langsung, atau gabisa dijawab secara langsung gitu kan. Jadi gak terlalu mudah juga*” and others also said the same thing “*karena eee dari online mungkin ada sedikit kendala karena kan gak dijelaskan secara langsung tapi tetap membantu. Cuman kadang kurang ngerti karena gak samakan kalau misalnya dijelaskan sama guru pasti ada kalimat-kalimat yang juga susah dimengerti. Berbeda dengan pembelajaran kelas offline dan online*”. The participant also said “*Pemahamannya kurang karena cuma sebatas itu aja, materi dari internet juga, terus dari bukunya gak dijelasin juga mesti kami sendiri juga yang mencari dan pahami sendiri, kalau misalnya gurunya gak ngasi materi kurang cukup gitu kitakan juga harus kesulitan gitu nyari materinya gitu kan, dan takutnya salah pengertian*”.

This participant's statement explained that the material provided was sometimes quite limited, so that if someone did not understand, they could not ask the teacher directly. This makes them have to look for material from other sources and understand the material themselves so they can find out. That is what distinguishes offline and online classes.

b. Students Feel Lack of Interaction Between Teachers and Students

In project-based learning, this is done with an online system using Google Classroom. The teacher creates a classroom in the forum provided by Google Classroom to be able to discuss with students and carry out the teaching and learning process. Moreover, this project-based learning requires good discussion to be able to work on projects and assignments well. Of course, interaction is needed in order to be able to discuss and respond to each other.

Based on the results of interviews with participants, many of them have a perception that there is very little interaction, because from what they explain, there is little interaction that occurs in the learning process in the google classroom. Like the statement from the participant who said “*Gak ada kontak antara murid dan guru, jadi yang apa misalnya muridnya salah atau kurang tuh gak ada arahan. Jadi ya nihil, terus ruang lingkupnya juga terbataskan*”. Then the other participants also have almost the same average perception. The participant said “*materi yang diberikan kadang kalau ada eee contoh dari materi yang salah itu kitakan gak bisa eee gimana yaa ee misalnya mau komen gitu terus harus nunggu balasan dari gurunya lama. Terus untuk materi yang dikirimkan kalau ada yang mau nanya atau kebingungan gitu yaa jadi kebingungan sendiri*”.

This statement means that there is a lack of interaction between teachers and students which results in students becoming less understanding about the material from the learning. This is related to a lack of understanding caused by little interaction between teachers and students. The scope in google classroom is also limited and when they ask questions they have to be patient waiting for a reply from the teacher. It can be seen from this that students prefer face-to-face learning because it makes it easier to interact.

Students have a perception that online learning has little interaction, such as this statement, the participant also said “*kurang adanya penejelasan, karena, ya gitu-gitu aja cuma fotoin tugas terus kirim, fotoin tugas terus kirim. Ga ada hal yang lain atau apa gitu. Projectnya ya buat advertisment di kasi arahannya gitu aja. Iya jadi kurang interaksi kalau dari google classroom*”. The result of this statement means that the material regarding the project is only given simple directions and that makes the students also think and feel that there is less interaction and feedback.

c. Students Become More Passive in Learning

Project-based learning that is carried out online and using google classroom actually makes students feel more passive. Based on the results of interviews conducted by researchers, students feel learning from home is not very effective. This is because no one is watching them while they are studying, they tend to feel

lazy because they think they are only given assignments and can be done later. The results can be seen through statements from participants who said “*Menurut saya tidak aktif, karena kalau misalnya belajar online itu kayak tidak ada suasana belajar sama sekali dan gak ada yang ngawasin jadi buat males-malesan gitu*”. Some participants also added almost the same thing and said “*Tidak, karena itu kan belajarnya secara online jadi dari rumah kan jadi tidak adanya suasana sekolah, suasana belajar seperti disekolah jadi yaa gitu karena kebanyakan mainnya gak aktif dan jadi pasif*”.

The statement from these participants can be explained that project-based learning using google classroom in English lessons does not make them active in learning. This is because the learning atmosphere is not created at home, they become passive in learning. Supported by other participants who said “*tidak aktif. karena saya tidak bisa mengemukakan pendapat, mengajukan pertanyaan, atau melakukan praktik. Saya hanya duduk di depan handphone*”. Then the other participants also said “*Malah pasif. Karena on di google classroom itu bisa cuma 2 sampai 3 menit cuma untuk baca soal dan ngirim soal, selebihnya bisa bebas. Dan gak ada yang ngawas itu, menurut saya fatal. Jadi anak murid itu kayak bisa melakukan apapun, jadi kayak gak sekolah*”.

The statements from all participants are almost the same, they feel less active in learning through this online. They also feel that they cannot express their opinions directly about the learning materials and do not practice learning because they only use their cellphones. There is no supervision and they become bored and think like they are not in school.

CONCLUSION

Based on the results of research and discussions that have been carried out by researchers regarding project-based learning using google classroom in English learning, the researchers draw several conclusions. Project-based learning using google classroom in learning English according to the results of observations and interviews that have been carried out, there are advantages and disadvantages of student perceptions. The findings regarding the advantages are that first, students can easily receive material from teachers regarding learning through Google

Classroom. Second, develop knowledge about technology. Students understand about technological developments and how to use applications as learning media. Third, improve skills, students learn to speak and how to think critically.

In the other hand, there are several disadvantages of project-based learning using Google Classroom in learning English. First, the lack of understanding of the learning materials provided by the teacher to students so that students must seek and understand material from other sources. Second, the lack of interaction between teachers and students causes students to be confused about the material. Third, students become more passive and less active. They feel learning is not so effective because they feel bored and there is no supervision in the learning process.

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