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TEACHERS' PERCEPTION OF USING GOOGLE CLASSROOM IN TEACHING ENGLISH AT SMKN 1 PADANGSIDIMPUAN

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ABSTRACT

This research discussed about teachers' perception using Google Classroom in teaching English at SMKN 1 Padangsidimpuan. Learning at home has started since the pandemic occurred. Teachers at SMKN 1 Padangsidimpuan use Google Classroom in teaching, especially in teaching English. The researcher investigated to know the teachers' reasons behind the use of Google Classroom and teachers' perceptions in teaching English at SMKN 1 Padangsidimpuan.

The formulation of problems of this research are : 1) Why do teachers of SMKN 1 Padangsidimpuan use Google Classroom in teaching English? 2) What are teachers' of SMKN 1 Padangsidimpuan perceptions of using Google Classroom in teaching English? In this case, the purpose of the research is the researcher tried to get the data about the reasons why teachers use Google Classroom in teaching English and teachers' perceptions in detail about learning using google classroom in teaching English.The research used descriptive qualitative approach.

The data were collected by using interview and questionnaire. The participants were 6 English teachers in SMKN 1 Padangsidimpuan who have been using Google Classroom more than 4 semesters. The researcher analysis of data consisted of 2 steps, there wereiInterview (transcribing, Identifying, and describing) and questionnaire (collecting, interpreting, organizing, and summing up), the data collected systematic.

The findings revealed that participants responded positively in the Usefulness, Ease of Use, Ease of Learning, and Satisfaction of Google Classroom. The result of the research showed that participants chose Google Classroom in teaching English lately because it easy to use, students could repeatedly the material, students were easier to understand the material, and the Government recommended it.

Keyword: *Google Classroom, Teaching English, Pandemic.*

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INTRODUCTION

The COVID-19 epidemic impacts everything throughout the earth, notably education and learning. Schools throughout the world have been ordered not to conduct teaching-learning activities in the classroom in order to prevent the spread of the COVID-19. As a result, teachers and students are still obliged to stay at home and learn online or over the internet (Home-based learning). Home-based learning started from mid-March 2020 until this day. Every student and teacher has to deal with this condition in which to maximize the process of teaching-learning through technology or the internet.

Home-based learning took more than a year from the Covid-19 outbreak. It also applied to all education degrees and informal institutions. While after those long holidays, the public authority intends to establish a closed and personal room with further warning, the country has to consider the possibility to leave school if the situation deteriorate, how it may be more successful in the education program. The Minister of Education and Culture Nadiem Makarim invited everybody to guarantee that students living in the green areas, who may begin face-to-face learning under careful health protocols but those living in the yellow, orange, and red areas continue to learn from home[1]. So in several area of Indonesia, schools learn from home by using online platforms/applications.

There are various applications for the development of the learning process in the course of home learning. Some can exchange material using Whatsapp, Zoom video calls, or other online learning tools. There are so many digital classes designed for the learning process like Rumah Belajar, Kahoot, Edmodo, and now one of the famous Google Classroom learning platform. Google Classroom is one of the web platforms for online learning.

Google Classroom is the most downloaded free application on the Google Play Store and Apple App Store since some schools and universities have implemented a study from home policy to prevent the spread of the Covid-19

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pandemic. It could be used on the smartphone also on the computer. Google Classroom has been downloaded more than 100 million times through Play Store.

This achievement is quite extraordinary because according to AppBrain research, As of March 10th, Google Classroom saw a huge spike to the top 5 of the Play Store's education catalog in the United States. In Mexico, Canada, Finland, Italy, Indonesia, and Poland, the app has also been boosted with more popularity. So the researcher concludes that mostly teachers and students in Indonesia use the Google Classroom as platform in online learning.Teacher utilize Google Classroom to offer students with tasks and, for example, to provide fast and effective feedback and may be a fantastic landing point for students while navigating tasks. At the start of a class, teachers might guide students to give goals, objectives and directions. The school can also share digital texts and other materials of a course. Teachers could also prepare any material before they start the lesson. In these situations, students take notes digitally on online tutorials, and Google Classroom may be used for assigning students a Google Doc unit. At the start of the year, teachers can set the course as a standard so that students are aware that they must go to Google Classroom each time.

English is a key element of the employment of many language teachers, and there is no way that this knowledge can be transmitted to the students. Be a native speaker or learning a large variety of English does not make a person an excellent teacher of the language. This is how the teacher makes the learners a wonderful teaching to understand this knowledge. The teachers have to choose the best strategy for each group to display English material at a certain time.

Teachers should be in a position to control the classroom properly in English teaching. As Brown states, the teacher should be creative and manage the classroom, teaching shows or helps students how to do anything, gives directions in studying something, supplying language and making them learn or comprehend. The teachers must be creative. It implies that teachers have to make the process simple, thus using Google Classroom to learn English might be one way.

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In prior study carried out by Heggart & Yaoo, Google Classroom is used as a reversed learning tool and identifies the advantages and difficulties for Google Classroom and the whole Google Suite. First of all, active, real, profound and regular engagement of students was incorporated. The problem is mostly "accessibility." Students are not eager to participate in apps that are "clunky" or hard to use. Irrespective of the limitations, Google Classroom was recommended as an efficient Tertiary Training tool.

In line with this, the researcher did a prior observation in SMKN 1 Padangsidimpuan. The English teacher Mr. Abdul Asri Pulungan has been using Google Classroom since April 2020. The teachers gave the students related material/video through Google Classroom before the class started. It purposes the next meeting, the students already have something related to the lesson. The English class through Google Classroom has been running for almost 2 semesters. So far, the students and teachers can deal with the situation and the instructional process likely run well.

Based on the explanation fact which had founded in SMKN 1 Padangsidimpuan and the related findings, the researcher concluded that the Google Classroom had been using till this day to be platform in teaching-learning English process. So, the researcher intended to investigate about the English teachers' reasons and perception using Google Classroom in title "Teachers' Perception Using Google Classroom in Teaching English at SMKN 1 Padangsidimpuan".

THEORITICAL DESCRIPTION

Teachers are a controller and monitor in the learning process. They are the key success of educational initiatives related to classroom practices because they are not passive accepters of plans created at the upper levels of education systems. Instead, teachers are the final judges of classroom practices. According to Laurillard teachers discover how to make productive connections between themselves, their learners, and their subject. They assume a crucial role in

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designing classroom environments that encourage students to become active, self-motivated learners.

Therefore, teacher related factors, such as their beliefs and attitudes as well as their competence and skills, are considered essential to the success of educational practices. Efforts to implement initiatives into schools must take factors related to the teacher into account as they outweigh factors related to other levels of the education system such as school leadership, educational directorates, and ministry of education. According to Deemer , decisions made each day in the classroom and teacher's instructional practices are associated with teachers' perceptions.

Teachers are significant social agents as they shape the quality of students' intellectual and social experiences.In respect to new learning approach by using Google Classroom, teachers' perceptions are a key factor to their adoption and implementation in the process of teaching-learning. When teachers have positive attitudes toward using Google Classroom in teaching English, they are more likely to search for ways to use it in learning process. On the other hand, although this approach presents in the classroom, teachers might not use it properly because of the lack of this approach. Thus, negative approach might be the reason behind the failure to home based learning that happen today.

Nevertheless, teachers' perceptions on educational initiatives and practices are not often investigated. In SMKN 1 Padangsidimpuan, like many other developing countries where top-down educational policy is predominant, teachers' voices, in respect to future educational directions, are least heard Perception is the act of perceiving, opinions, beliefs, attitudes, and judgments toward something around the environment.

There are various definitions of perception. Some experts define the perception as the process of recognizing, organizing, and interpreting sensory information. Narrowly, perception is a conscious awareness response to objects and events in the recipient's environment . They perceive the information based on their mindset, behavior and judgment. Teacher perceptions is the thoughts or mental images teachers have about their students are shaped by their background

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knowledge and life experiences. These experiences might involve their family history or tradition, education, work, culture, or community . All of these and more contribute to an individual's personal lens and how he or she views others.

So the researcher concludes that teachers' perception is conscious awareness response of teachers to any objects in the class, teachers receive information and transfer it into their mindset also judgment and behavior. The perception about something could be positive or negative. Both of them impact the action even the behavior in the classroom.

In this case teacher's perception are classified in 4 categories adapted from Almio researches   related to use Google Classroom

1. Usefulness

    The usefulness factor explained the effectiveness of Google Classroom in teaching English, how the teacher monitoring in classroom, positive effect on group's collaborative, relevant content, instruction, student's activity, and anatomy of students.

2. Ease of Use

    In general, teachers will be asked if Google Classroom is easy for accessing, giving material and practicing.

3. Ease of Learning

    This category trying to explain how the using of Google Classroom could be learned easily, and how all features on Google Classroom could help the learning English process.

4. Satisfaction

    Overall satisfaction included the teachers' and students' satisfying in using Google Classroom in teaching English, how the teachers' expectation about, and it is can be recommendation for others or not.

    Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments . The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google

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Classroom integrates Docs, Sheets, Slides, Gmail, and Calendar into a cohesive platform to manage student and teacher communication.

Students can be invited to join a class through a private code, or automatically imported from a school domain. Teachers can create, distribute and mark assignments all within the Google ecosystem. Each class creates a separate folder in the respective user's Drive, where the student can submit work to be graded by a teacher. Assignments and due dates are added to Google Calender, each assignment can belong to a category. Teachers can monitor the progress for each student by reviewing revision history of a document, and after being graded, teachers can return work along with comments.

Google Classroom enables the users, both teachers and students, to share the materials, the assignments, questions for quiz, and even for connecting one to another. The teacher can easily manage the class from his/her smartphone. No more paper needed for assignments, notes or quizzes. Students can do the assignment and submit it in the folder provided by teacher in the application.

Teacher can create announcement and assign an assignment for the class to be submitted in Google Classroom. The types of file that can be submitted in this application are also vary. Any types of file such as doc, pdf, ppt, xl, jpeg, mp3 or even mp4 are accepted. This service is very useful especially for language class. Language class includes spoken and written skills. Therefore, Google Classroom is perfect choice as it can accommodate the teachers in giving material and assignment especially audio and visual one.

It is also efficient in a way of time consuming. Unlike conventional class that required the teacher and the students to meet in a classroom at certain time, this application can be operated at any time anywhere. No need to be in particular classroom to have a lesson. What the users need is just their smartphone with internet connection.

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Teach the English language, not about language, that language learning is an activity to foster students' use of language as a communication tool as speakers of the language. That is, students are trained in language skills are only mastered through practice speaking. Thus language learning is an activity to use language as a communication tool that must be done through the practice of using language. Not vice versa, language learning is the activity of studying the theory or knowledge of the language.

According to River as cited in Andriyanto , teaching English should be based on four points. Those are:

a. The material should be appropriate with the students' interest and ability.
b. Provision should be made in timetable for instruction at frequent interval.
c. The English language lesson must not be a special feature on one or twice a week.
d. The students should have the opportunity to exercise their growing skill every day.

The conclusion is that in foreign language teaching, the method that is used by the teacher is also influential to gain success in conducting language in teaching and learning process. The success of teaching English depends on not only the four points that are explained in the previous paragraph, but also other considerations.

5. SMKN 1 Padangsidimpuan

SMKN 1 Padangsidimpuan is one of the secondary schools where is located at Sutan Soripada Mulia Street, No. 25, Sadabuan, North Padangsidimpuan, Padang Sidempuan City, North Sumatra 22733, Indonesia. The national school principal number (NPSN) for SMKN 1 PADANGSIDIMPUAN is 10212249.

The school has been accredited A and has used the 2013 curriculum since 2013. This school provides various educational support facilities for its students. There are 82 teachers with the best quality who are competent in their fields, supporting learning activities such as

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extracurricular activities, student organizations, learning communities, sports teams, and libraries so that students can learn to the fullest. There are 6 majors in this vocational high school, including: accounting, administration, marketing, information technology, nursing, and pharmacy.

The learning process is made as comfortable as possible for students and students. There are 51 classrooms, 1 science laboratory, 2 computer laboratories, 1 library, and 3 teacher sanitation. State Vocational High School (SMK) 1 Padangsidimpuan city is one of the favorite schools in Padangsidimpuan city. SMKN 1 Padangsidimpuan has become a reference school for a school with good performance, wide access and effective institutional management . This Referral Vocational School will later become a parent school (alliance) for 3 or 4 similar SMKs of a smaller scale which are located not far apart in the Padangsidimpuan area.
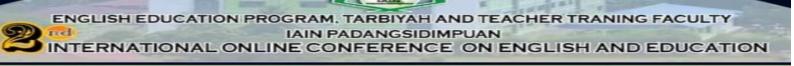
RESEARCH METHOD

In this study, the researcher used descriptive qualitative research approach. Researcher examined teachers' perceptions of the use of Google Classroom in English learning using descriptive qualitative so that the data collected were in the form of words and numbers, thus the research report contained data quotations to provide an overview of the presentation of the report.

The researcher invited 6 participants, they were the English Teachers from SMKN 1 Padangsidimpuan who had been using Google Classroom as a platform in teaching English more than 4 semesters (2 years). The researcher met the participant one by one in person (in accordance with the protocol in force in this pandemic).

The data took by doing structured Interview and Questionnaire. The all sources of data guided were directed to all the informants:

1) Interview

   Interview conducted in the first step. The researcher used structure interviewed which contain 5 questions. The researcher asked permission to meet the respondents one by one in their house by

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following the protocol COVID-19. The respondents were interviewed in order to respond research question number one regarding the reasons why they use Google Classroom in teaching English. It showed the effectiveness of using google classroom in teaching English in SMKN 1 Padangsidimpuan.

The effectiveness of the using google classroom identified from the indicator from Almio which the researcher made it into 5 questions interview included: how long have they used google classroom in teaching English, why they choose it, how they use it, their opinion about the effectiveness of it, will they use it for the future and the reason.

2) Questionnaire

The questionnaires were to administrate the English teachers of SMKN 1 Padangsidimpuan who have been teaching English by using Google Classroom start from 2020 until 2021. In gathering the data from a 20 items questionnaire, the questionnaires were distributed to the teachers before the classroom observation.

The questionnaires bellow is adapted from the researched from Almio which the categories for the teachers' questionnaire were divided into four parts; the usefulness of Google Classroom in teaching English, the ease of use Google Classroom in teaching English, the ease of learn English in Google Classroom, and the satisfying students and teachers using Google Classroom in teaching English.

Table 1. Teachers' Questionnaire

NO	Factor	Question
1		Does Google Classroom help you become more effective in teaching English?
2		Do you continually observe and monitor students to make adjustments as appropriate?

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3	Usefulness	Does Google Classroom influence students group's collaborative experience positively?
4		Do you could create and/or curate relevant content (typically videos) in Google Classroom for your students?
5		Are your instructions about the pre-class task can be conveyed clearly (Students need a brief introduction about the upcoming topic)?
6		Are students active to ask and respond in English class through Google Classroom?
7		Could Google Classroom platform enhance your students autonomy (students are searching more educational websites / e-book about English to look for more information) ?
8	Ease of Use	Do you enjoy giving English material and task using Google Classroom?
9		Is teaching English through Google Classroom easy to access and cheap?
10		Is the students have more time to practice using English in writing activities through Google Classroom ?
11	Ease of learning	Do you learn how to use Google Classroom in teaching English?
12		Do you find difficulties to teach English through Google Classsroom?
13		Is it easy to attach file/video/ picture to support the material?
14		Can you use recover instantly when making mistake?
15	Satisfaction	Are you satisfied teaching English through Google Classroom?

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16		Does this platform work as expected?
17		Is teaching English through this app great?
18		Is it convenient to use?
19		Will you use Google Classroom for teaching English in the future?
20		Will you recommend use Google Classroom to a friend?

The participants read the questions and they chose one of the scale. The score started from 5 to 1; strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). The type of questionnaire designed was Likert-Scale by following guidance proposed by Oppenheim. The participants were freely to choose between those options.

RESULT AND DISCUSSION

The researcher done the Interview and supported by doing Questionnaire which the data were categorized as 4 indicators: Usefulness, Ease of Use, Ease of Learning, and Satisfaction. The findings of the research described bellows:

1. **The reasons behind the use of Google Classroom by English teachers of SMKN 1 Padangsidimpuan.**

    Based the interview data there are participants' answer showed the reasons why they chose Google Classroom in teaching English. There are 5 questions in the interview session which one questions might have same answer. Based on the interview result, the researcher can categorized as:

    a. **Usefulness of Google Classroom**

    All teachers claimed Google Classroom is easy to use specially in teaching English within all the features. In the second question, the researcher asked the reasons why do they choose Google Classroom to teach English. All respondents answered the same reason, because it easy to use.

    b. **Ease of Using Google Classroom**

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Teachers felt easy to attach pic/pdf/video through Google Classroom before class started and Students should engage the teaching-learning process by knowing the up-coming material lesson. In case the way teachers delivered the using of Google Classroom in teaching English YS answered that she started explained the lesson before the class. Usually, She sent the pic of the book and give time to read the material before the class. Then she gave the task and monitor students which one of them who did not understand. And EI explained that she attached picture of text / video and asked students to develop it through others platform like YouTube, Google Meet, or others Social Media. ES and SA had same way in delivered they checked students presents, sometimes they asked them to read the text, then they asked them to answer Essay in or asked them for making summary from it. Also HH and IS made the same way in delivered material in teaching English through Google Classroom they sometimes gave students video also asked students to make video from the material they have given before.

To Summarize, in all procedure class through those interview indicated that usually teachers gave the material/ stimulus before starting class. They can give material such the pdf, pic of book, or also video. Students were asked to read/watch it repeatedly in supposed they have known the knowledge in the upcoming lesson. Within all features in Google Classroom, make easier the way to deliver the material.

c. Ease of Learning Google Classroom

Students could repeatedly the material by only log in through Google Classroom and downloaded the material from it so the students felt easier to understand the material. In the second question, the researcher asked the reasons why do they choose Google Classroom to teach English. YS, EI,and SA assumed the same reasons that students can repeatedly the material so students can memorize it easily.

In the fourth Question, the researcher tried to find about the teachers' opinion about the effectiveness of using Google Classroom in

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teaching English. ES and EI had same answered that because the pandemic, they thought using Google Classroom in teaching English might be the best solution for now. But SA had other reason she thinks Google Classroom is good because it can make easier the learning process especially for now. While YS, HH, and IS felt Google Classroom for teaching English is not effective. YS said that she thinks using Google Classroom is not effective because some of students live in the village and they have lack of the signal to do teaching-learning process. HH made statement that he thinks it is not effective, because the most of students do not have discipline time, and students felt lazy to study. And IS answered that this application is not effective because he already gave instruction clearly, but some of students could not catch it, might be because the lack ability of students also the lack of signal.

Based on the data the researcher concluded that a half of respondents felt that using Google Classroom in teaching English is not effective as an expected cause of lack of signal and also lack of students' motivation, but, a half of respondents said Google Classroom is effective for teaching English because they felt easy.

d. **Satisfaction with Google Classroom**

The Government recommended of the using Google Classroom as tools of learning During the pandemic, participants confessed that using Google Classroom to teach English is the best solution. Teachers claimed may be they will choose this approach through this app if the pandemic still going.

In the first question the researcher investigated about how long they have been using Google Classroom for teaching English, ES assumed that they have been using this since pandemic started and The government issued a policy to study from home. All teachers in participate this interview has the same answer on this point. It related to the respondents answered in the second question, the researcher asked the reasons why do they choose Google Classroom to teach English. ES, HH, and IS claimed

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that because it is pandemic and the Government recommended this app for the teachers of SMKN 1 Padangsidimpuan.

Also it still related to the last question, the researcher asked about what if they had the opportunity to use Google Classroom as tools for future English class, will they choose it or not and the reasons behind it. All respondents had same answered that they just will follow the Government, so it depends on the situation. The participants had same statements that they will follow the situation and government's policy about the teaching-learning process on the future/next semester.

2. **English Teachers' of SMKN 1 Padangsidimpuan perception about the using of Google Classroom in teaching English.**

In case to answer problem the teachers' perception about the using of Google Classroom the researcher gave the questionnaire to the teachers for investigating deeply. Teacher were asked for 20 questionnaires related to the effectiveness of using Google Classroom and it was given to the teachers in the first meeting. So, there were 4 indicators in the questionnaire:

a. **Usefulness of Google Classroom**

In the first indicator that is Usefulness of Google Classroom. There were 7 questions start from items 1-7 in questionnaire about the effectiveness teaching English through Google Classroom, observing and monitoring students, influencing students' group collaborative, relevant content, clear instruction, students' response, and students' autonomy.

Another finding showed that Google Classroom help teacher become more effective in teaching English. It because teacher could continually observe and monitor students to make adjustments through Google Classroom. Google Classroom influences student group's collaborative which teacher can make the group task in brainstorming stage or in the end of the class. Teacher can create relevant content in Google Classroom for students such as attach file, video also picture.

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The researcher analyzed the Percentage Mean of the total score was 72% so participants Agree about the Usefulness of Google Classroom. Especially in statement 'Teacher can give instruction clearly through Google Classsroom', all participants responded Strongly Agree. Also in all statements in this indicator, the percentages are more than (47%) which means the most of the responded Agree or at least Neutral. There were (40%) of participants disagree about 'Stundents are active and responsive in Google Classroom' and only (23%) of them disagree about 'Teacher continually observes and monitors students to make adjustments'.

In general, teachers agree that teacher can give instruction clearly through Google Classroom. Some of students could be active and responsive in Google Classroom but cause of another reason, students could be passive and not responsive through in. Students can enhance autonomy (searching more website/e-book to look for information). It helps students to comprehend deeper about the material.

b. **Ease of use Google Classroom**

The second indicator is about Ease of use Google Classroom on items 8-10. In this indicator, there are three questions about enjoying give material & task, teaching through google classroom is easy to access and cheap and Students having more time to practice.

According to the data in this indicator, all statements got responded more than (60%) so it means the few of the participants who responded to either disagree or strongly disagre. The data indicated in case Ease of Use Google Classroom participants responded Neutral (66%).

Enjoy giving English material and task using Google Classroom is one of the reason why teacher choose this platform in delivering material. Teaching English through Google Classroom is easy and cheap cause the teacher only has to connect to the internet and can search any references related to the material that is going to be learn. Students

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have more time to practice because they can repeat to watch video/ see pic/ read text in the Google Classroom.

c. **Ease of learning Google Classroom**

In the third indicator of questionnaire, about the Ease of Learning Google Classroom. It talked about teachers have learnt about using Google Classroom in teaching English or yet, the difficulties teachers have to face, teachers feeling about attaching file/pic/video in Google Classroom, and teachers ability to recover instantly when students making mistake.

Totally in indicator Ease of learning of Google Classroom participants responded (75%) Agree. All of participants chose Strongly Agree on 'Teacher have learnt about using Google Classroom in teaching English' so it can be said that they are proficient at it. Also (80%) of teachers responded Agree about 'Teacher feel easy to attach file/pic/video to support material. However, a half of participants looked still had difficulties to teach English through Google Classroom, it proved at item 12.

Teachers have learnt about using Google Classroom in teaching English so the teachers might apply it correctly in classroom. Although, teacher still found the difficulties to teach English through Google Classroom. Sometimes, students did not engage in the teaching-learning process because of the lack of signal or less students' motivation. Teacher feel easy to attach file/pic/video to support material in Google Classroom. They can use others media social platforms in attach file also. Teacher can recover instantly when students making mistake through Google Classroom comment.

d. **Satisfaction with Google Classroom.**

In the last indicator questionnaire, the researcher input about Satisfaction with Google Classroom. It includes teaching satisfying, platforms' work, grade the application, the convenient of use,

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possibility teachers use Google Classroom on the next semester, recommendation of the approach.

The participants (66%) responded Neutral in this indicator. (83%) Teachers Agree that they will recommend this approach. More than 70% responses about the opinion of the uses Google Classroom is great and convenient (item 17&18), A half of teachers are satisfied teaching English through Google Classroom meanwhile a half of them not (item 15). But the participants (57%) did not really agree about statement 'Google Classroom work as expected'.

Overall, all participants is not really satisfied using Google Classroom but they agreed that this approach is great, convenient, and useful. Google

Indicator	SD	D	N	A	SA	Mean
Usefulness	10%	10%	33%	7%	40%	72%
Ease of Use	0%	28%	44%	0%	28%	66%
Ease of learning	4%	21%	21%	4%	50%	75%
Satisfaction	3%	31%	33%	3%	31%	66%
MEAN						70%

Classroom also work as expected and there is possibility the teachers will use Google Classroom in the future as long as the government implements new systems in solving the problems of the teaching and learning process that follows the conditions and situations.

CONCLUSIONS

Based on the result of the interview and questionnaire, done by the researcher about Teachers' Perception Using Google Classroom in teaching English at SMKN 1 Padangsidimpuan, the research can conclude as follow:

1. The reason teachers using Google Classroom because teachers involved easier in delivering learning material and students can repeat the learning material at home. Also the Government recommended it as long as Home-based learning is still being implemented.

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2. Teachers' gave agree perceptions (M=70%) about the effectiveness (Usefulness, Ease of Use, Ease of Learning, and Satisfation) of using Google Classroom in teaching English in SMKN 1 Padangsidimpuan.

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