The Existence of Google Classroom in Online Speaking Skills Learning by Papuan EFL Students at the University Level

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ABSTRACT

A single paragraph of about 250 words maximum. For This study will offer and fill the gap of prior research in the context of acquiring speaking skills using Google Classroom as a Learning Management System by EFL students in Papua during Covid-19. This study aimed to explore the processes and students' strategies to face online learning speaking skills using Google Classroom during the covid-19 pandemic. This study applied a qualitative descriptive design involving participants from students of Tadris English who took speaking subjects through Google Classroom. Furthermore, data were collected through offline interviews and online observations. Then, analyzed qualitatively based on the theory of John W Creswell. The results showed that the process of acquiring speaking abilities using Google Classroom proves to be difficult for students who want to improve their English speaking skills. Because they have recently introduced Google Classroom in the learning process and learning is taking place for the first time in a fully online learning setting. As a result, students are more inclined to prioritize studying Google Classroom above mastering English competency itself. More research is needed to investigate Google Classroom from the lecturer's point of view in the context of teaching English in Papua in order to provide more full references and information about the usage of Google Classroom in English classrooms in Papua.

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1. INTRODUCTION

The spread of the SARS-CoV-2 virus as the cause of the Covid-19 pandemic has become anxiety and concern for many people, including higher education circles in eastern Indonesia. As a result of the Covid-19 pandemic, the learning system at the IAIN Fattahul Muluk Papua campus has undergone significant changes. The government's appeal is the implementation of "learning from home." The learning process was applied initially face-to-face and has now turned into distance learning or online learning. Online learning performance is certainly not very quickly accepted by all academics. Because changes in the learning system need a lot of adjustments, both in terms of mental readiness and readiness of online learning facilities, lecturers and students must be ready to teach and learn online and must be able to provide and operate learning technology. As (Saul Carliner, 2004), online learning is access to learning experiences through the help of technology. And (Rahayu, R. P., & Wirza, 2020) states that online learning as part of distance education is always related to providing access to educational experiences that are at least more flexible in time and space than campus-based education. However, the involvement of learning technology is vital for the continuity of online learning. By presenting the right learning management system, it is a manifestation of the seriousness and readiness of the institution in implementing online learning.

In the academic context, online learning at IAIN Fattahul Muluk Papua is implemented by adopting a learning platform, an educational product from Google, namely Google Classroom. It is supported by the circular letter of the Chancellor of IAIN Fattahul Muluk Papua Number: 351/In.35/Rk/08/2020 regarding the technical guidelines for the new normal era of KBM in the IAIN Fattahul Muluk Papua environment. The circular stipulates the monitored google classroom as the primary application model used by lecturers and students during the implementation of online learning (LPM IAIN Fattahul Muluk Papua, 2020). The determination of Google Classroom as the primary platform for online learning proves that the application is the right platform and by the needs and culture of the IAIN Fattahul Muluk Papua academic community. At the same time, it is undoubtedly the answer and solution for the continuity of the online learning process during the Covid-19 pandemic. However, particularly online learning using Google Classroom is not very attractive to some lecturers and students at IAIN Fattahul Muluk Papua. Several student opinions were obtained from pre-observation results, which explained that the use of google classroom for courses dominated by practical activities was not very effective, as in learning speaking skills in the tadris English study program. In addition, based on several lecturers' recognition, student participation is very minimal in attending lectures using Google Classroom. Along with this phenomenon, a more comprehensive study is needed regarding how to use google classroom in the context of university level in Papua.

In principle, this study departs from the author's two approaches to researching the use of Google Classroom in present English classroom contexts. The first trend is the increased usage of Google Classroom, which studies show is successful in online learning. For example, one research looks at the usefulness of Google Classroom for online learning of reading and writing skills in Jordan, as well as student views regarding Google Classroom (Albashtawi & Al Bataineh, 2020). Another research looked at the impact of Google Classroom on English distance learning in the Early Childhood Education Study Program in Mojokerto (Putri & Dewi, 2019). Furthermore, another study investigates the growth of online learning and learning management in English language learning by Thai students (Jiemsak, 2021). The second trend, research on the usage of Google Classroom, touches on the perspective of English students in various areas of Indonesia towards Google Classroom on online learning. A recent research (Mahayani, 2022) investigated the attitudes of English students in Jember, East Java, concerning the usage of Google Classroom in online learning. Another study looks at how students in Buleleng, Bali, perceive the usage of Google Classroom for online English learning (Periani & P. E. D, 2022). In conclusion, based on the two latest projections, the most recent study on Google Classroom in English learning is more likely to investigate the efficacy of Google Classroom in online English learning and students' impressions of Google Classroom. Geographically, studies on the utilization of Google Classroom have been actively debated in recent years by many scholars from central and western

Indonesia. As a consequence, it is thought important to undertake a research to cover the knowledge gap on the existence of Google Classroom as a learning management system at the university level in eastern Indonesia, particularly in online learning of speaking skills. Additionally, it is vital to investigate how students utilizing Google Classroom deal with gaining speaking abilities. Google Classroom, on the other hand, is a relatively new learning tool for EFL studets in Papua. As a result, it is necessary to do extensive study.

This study is provided to fill the gap left by the authors' statement of a lack of literature research. In this study, at least two questions are asked. First, how is the process of developing speaking skills online using Google Classroom going during the Covid-19 pandemic. Second, what are the student strategies for developing speaking abilities online using Google Classroom. Indirectly, the major goal of this research is to provide all facts linked to the paradigm of student phenomena in online English learning at IAIN Fattahul Muluk Papua utilizing Google Classroom, particularly speaking skills. This study will also disclose how students in Papua are able to learn English using Google Classroom, which is a relatively new application in the learning system that has been applied thus far. So it is unquestionably more comprehensive study than has previously existed.

This study begins with the claim that the transitional conditions of the learning system that resulted in the existence of Google Classroom usage by tadris English students were not only capable of enriching students' knowledge literacy on the use of learning technology. On the other side, it has created a learning gap in terms of humanity. In other words, students' usage of Google Classroom for verbal learning results in a lack of emotional engagement between students and students towards the lecturer. Students' capacity to develop emotional ties is affected by how they approach utilizing Google Classroom for online speaking learning. The knowledge and sincerity of each student in recognizing the need of utilizing the appropriate Google Classroom determines whether students are good or terrible with the approach. During this epidemic, the usage of Google Classroom is a medium to make it simpler for students to participate in online speaking and writing sessions, which will certainly help students perfect their speaking abilities.

2.   METHODS

Qualitative descriptive is a research design that is implemented in this research. This research was conducted to obtain detailed and in-depth information about the existence of Google Classroom in learning English for online speaking skills during the COVID-19 pandemic at the IAIN Fattahul Muluk in Papua, Indonesia. Qualitative research with a descriptive approach aims to find comprehensively related to the phenomenon under study. In addition, (J. W. Creswell, 2017) suggests that the purpose of this type of research is to gain insights that explore the depth, richness, and complexity inherent in the phenomenon. In this study, data were collected, analyzed, and interpreted, and then described. This method aims to explore everything related to the research focus.

In this study, the researchers gathered primary data by observing the learning process on online speaking classes using Google classroom and then conducting in-depth interviews with informants. The major data for this study came from observations and interviews. The researcher collected data regarding the process of growing speaking skills online using Google Classroom and student strategies for developing public speaking abilities online using Google Classroom during the interview and observation procedure. The researcher then grabbed screenshots from Google Classroom and captured audio or video. So that all necessary information from participants may be obtained effectively through recordings. Following that, the interview recording was converted into a transcript. Besides that, various student and lecturer documents linked to the online learning process during the pandemic that researchers deemed important are gathered and used as secondary data in this study.

The research subjects in this study were 5 EFL lecturers and 12 EFL students of the 1st, 3rd, and 4th semester from the Tadris English study program of Fattahul Muluk State Islamic Institute of Papua. Fattahul Muluk State Islamic Institute of Papua is a state university in Indonesia's easternmost region of Papua. Of course, Papua Province is always on the lookout for fresh and intriguing information. Where

the researcher has chosen purposively sampling several students from each semester in the English language study program. After the data collection process is complete, the next step is the analysis process.

Data analysis is based on (John W Creswell, 2014) procedures for analyzing qualitative data acquired from online observations and semi-structured interviews. The data analysis technique is suited for the study environment, which is qualitative research in the field of English teaching research. The analysis for this study was based on data of observations from the online learning process via Google Classroom and data of interview transcriptions from students. To guarantee accuracy, the interviews were transcribed and extensively reviewed. Because the transcriptions were lengthy and many, the data were chosen for the purpose of this study, based on content. The data is then processed and examined in a conversation extract. To investigate the issue, relevant data were found, reviewed, and examined in the extract. In the extract, relevant data were selected, examined, and analyzed in order to investigate the usage of Google Classroom in online speaking skill development. During the Covid-19 epidemic, the student tactics include practicing speaking skills online utilizing Google Classroom.

3.   FINDINGS AND DISCUSSION

The research of Papuan students in EFL classrooms developing speaking skills using Google Classroom during the Covid-19 outbreak was studied in two approaches. The Online Learning Process for Speaking Skills Using Google Classroom, as well as the students' strategies for developing speaking abilities online using Google Classroom.

The Online Learning Process for Speaking Skills Using Google Classroom
Initial Situation of Learning Speaking Skills

Several previous research results reveal that online English learning began during the covid-19 outbreak. This situation then affects all existing sectors, including education. The education sector, especially at the university level, such as those in the easternmost part of Indonesia, is also experiencing an impact. Where suddenly, the online learning model is applied. In the context of this study, it examines learning English in full online using the help of Google Classroom. During the pandemic, the use of Google Classroom in learning English speaking skills led the students of the Tadris English Study Program (TBI) to new learning situations.

However, the habit did not appear immediately. However, starting from an early learning situation is enough to make students feel anxious. This anxiety then causes the English learning process to be wrapped in a state of confusion and shock. Students experience many difficulties in participating on English speaking classes. Moreover, ideally learning to speak English should be faced directly with the interlocutor or lecturers and fellow students. As (Brown, 2007, pp. 327–330) explains, learning speaking skills must include responsive and interpersonal skills. Responsive means speaking is done by responding, and interpersonal means talking to build a conversation with the other person. This situation will then be practical when in a face-to-face classical position in the class. Not with online conditions remotely. This condition is relatively new because it is faced with an application that has just been implemented in the English *Tadris* study program. This application is due to online learning in the Tadris English study program. Google Classroom is the choice for all academics in the study program environment. Google Classroom then creates an atmosphere of learning to speak that is not as usual. The description is as stated by the following student (AR);

> *"At first, I was surprised and confused. Some of the courses that I initially found were easier to understand through offline classes. When using Google Classroom, you don't understand. Especially when it comes to speaking courses when it's hard to understand, I look, and sometimes I have to try to understand through the help of other applications." Google Classroom is a new thing as a learning medium for Speaking skills which was initially done in person but had to be replaced with the distance method. For me, to learn speaking, you have to have friends or people who can give you corrective feedback directly so that you can correct the error words pronunciation".(AR)*

In a different version, (ADI) conveys;

"I had heard about Google Classroom before from other campuses that there was an online class implementation before the pandemic. The initial situation that I experienced while undergoing lectures in learning to speak in English using google classroom was when I heard that I would use Google classroom. It immediately made me curious to start using it because I had never used this platform or application before. Then the situation now faced with a pandemic finally forced Google Classroom itself to be implemented. However, as aMillennial who is good at hearing that will implemented Google Classroom, the first thing to do is understand how it works first and adapts to all the features in Google Classroom. Whether it's in the work of assignments and others." (ADI)

The opinion expressed by the two informants above leaves one thing about the use of google classroom as a platform for learning to speak English in online, which is not too new for students of Tadris English. As the initial situation described, Google Classroom as a new application confused students and had difficulty learning to speak in English. However, on the other hand, the submission (ADI) that "I've heard about Google classroom before from other campuses that previously there was an online class implementation before the pandemic. The initial situation that i experienced while undergoing lectures in learning to speak English using google classroom was when I heard that I would use Google classroom. It immediately made me feel curious to start using it because I had never used this platform or application before."

Based on the preceding description, a broad conclusion can be offered. First, the first scenario of learning to speak English using Google Classroom creates a new class atmosphere for students. Because students are being introduced to a new concept that they must quickly become acquainted with, namely the usage of Google Classroom to participate in speaking courses. Students who are unfamiliar with it should take the opportunity to learn more about operating procedures using other programs such as YouTube tutorials. Second, some Tadris English students might look into using Google Classroom to help them learn to speak. Because they have prior knowledge on how to use Google Classroom from other sources. As a consequence, students who believe themselves to be part of the good millennial generation are more optimistic and proactive when it comes to studying and learning how to speak English using Google Classroom. Third, the informants' responses validated the initial environment faced by Tadris English study program students acquiring English for speaking abilities in a variety of scenarios. Google Classroom is viewed by students as a difficult software meant to motivate them to study more attentively. "Technology has always been able to grasp attention, especially when it is involved in the learning process," (Preston et al., 2012). According to (Fikri et al., 2021), "pedagogy in the global period necessitates a combination of technology for teaching and learning activities." Because, despite the fact that some people feel Google Classroom as a current program for studying English. They are, nonetheless, hopeful about learning how to utilize it.

Implementation of Speaking Skills Learning

Three exercises are included in this study's application of learning to speak English using Google Classroom. Three tasks are typical and leading activities in learning to speak using Google Classroom. This practice must be included in all learning processes, whether in a speaking class or in other domains. According to information received in the region, when utilizing Google Classroom for speaking learning, there is an activity to fill out the attendance list. Students do this exercise immediately in Google Classroom. Students can express their readiness or unpreparedness to participate in the speaking class. Students also stated that the attendance tool in Google Classroom was quite significant in terms of technical filling. The attendance list function offers three options: attendance, sickness, and permission.
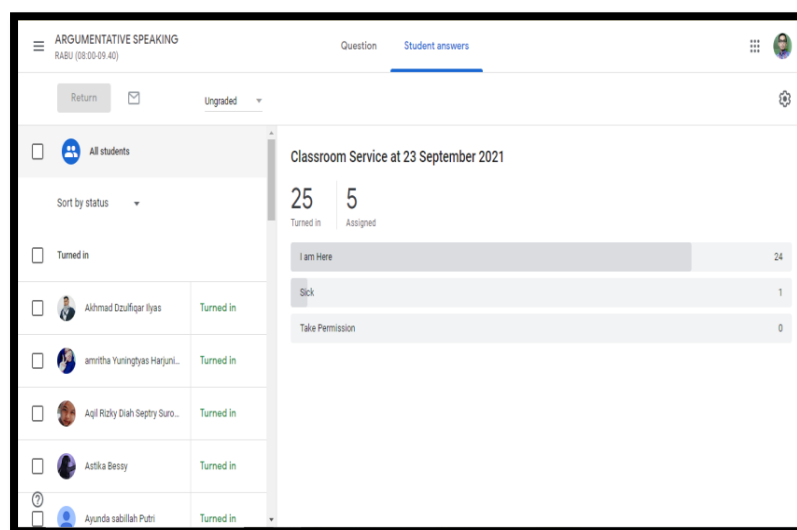
Fig.1 The Features of Student's Classroom Service on Google Classroom

Students like filling up the classroom service or attendance list on Google Classroom. Because, in addition to the actual filling technique, it provides elements that relieve students of the strain of utilizing internet data plan. The process of learning to speak using Google Classroom entails more than just attendance. The presentation of training materials for speaking lessons in this scenario might be English videos or English audio. By adding a YouTube video link to the Google application, a YouTube video may be utilized as a material related to Google Classroom. Descriptively, these activities can be seen from the student explanations (APU) as follows;

> *"In learning speaking, the use of Google classroom is called attendance, which is part of the attendance check. Besides that, for giving assignments or presenting material carried out by lecturers, they usually use videos that have been uploaded in Google classroom. And for the tasks they do, for example, such as showing a drama and making a PowerPoint, then recording it and collecting it in the form of a video. In addition, there is no examination conducted in Google Classroom because they are usually collected directly to the lecturer or offline, but for the results obtained, whether it's the collection of assignments or exams, the lecturers will usually announce or display them in Google Classroom." (APU)*

In line with the study (Ratnaningsih, 2019), explaining teaching speaking using a learning platform consists of several empirical themes, including video and audio. Video and audio become a means for students to train and develop their speaking ability. It is in line with the information found in the field that learning to speak using Google Classroom, especially in presenting material, is very precise with the help of video and audio. And the ease of accessing material by students is also an essential point of using this google classroom.

However, learning to speak English entails more than merely presenting information, video, or audio. Presentation of learning to speak necessitates comprehension and the addition of many types of English vocabulary. It will help pupils improve their abilities to communicate in English. Of course, simply uploading information is not enough; students may want explanations or comparisons of ideas from their professors. In this situation, the information acquired when delivering the content to English tadris lecturers is presented on an additional platform. Additional platforms in question, such as Zoom Meeting. Students will electronically meet their instructors using the Zoom application. The following is the statement of students (ADI) as follows;

> *"In speaking learning carried out by lecturers, namely providing material by giving examples of talks in the speaking theme or you could say reference videos are given so that speaking learning can be carried out more optimally. And they also use additional platforms such as Zoom meetings to present material or instructions. Regarding the work, we will be doing. And in Google Classroom, there is also a name for collecting assignments such as making videos. The speaking test is also carried out through Google*

classroom, but the speaking test should be done offline because it is felt that the standard of assessment given is uneven and cannot be accessed directly. And in Google Classroom, a kind of score is also displayed. so every assignment given by the lecturer will usually be immediately given a score or value and will be shown on display or google classroom page" (ADI)
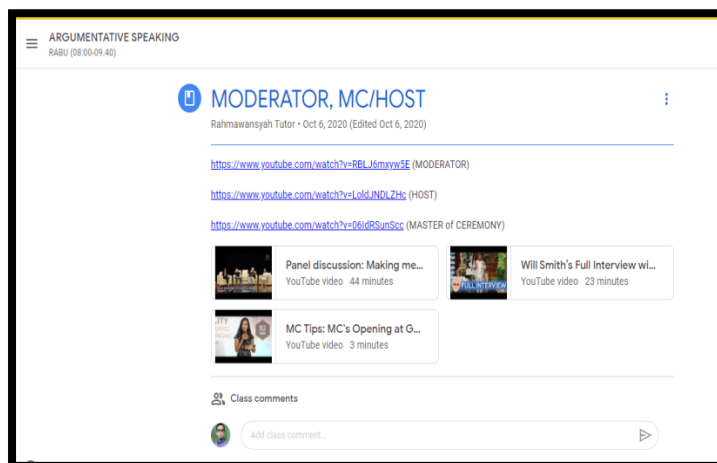

Fig. 2 Presentation of Teaching Materials in the form of Videos and Links

In addition to learning to speak, which includes presenting material, students also access the lecturer's instructions regarding assignments, either individually or in groups. All of these activities are accessed through Google Classroom. Students in doing projects in learning to speak English in videos or audio recordings. Assignments can collect in written form through Google Classroom. Google Classroom makes it easy for students and lecturers to manage projects. It is reflected in the features available, which are very practical and straightforward to access.
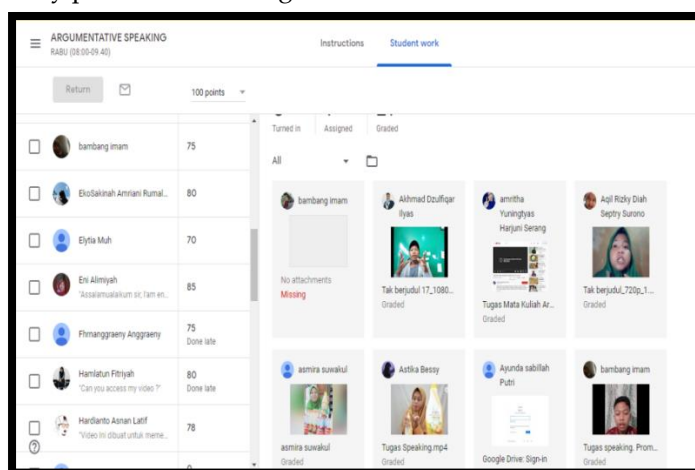

Fig. 3 Student Assignments on Google Classroom

In connection with the two student explanations above related to learning English online, especially speaking skills, it can understand that Google Classroom is very useful. It can realize from the activities carried out by students while using Google Classroom that learning includes three things: First, students access Google Classroom to carry out attendance activities. It proves that Google Classroom does not hinder the attendance process during lectures. Second, students access Google Classroom to obtain the learning materials that the lecturer has presented. Materials that can access are in the form of video and audio. Third, students access Google Classroom for assignments. Regarding the task either individually or in groups. And there is additional information that cannot separate the

learning process using Google Classroom from the help of different applications. In this case, Google Classroom becomes complete when the lecturer collaborates on using Google Classroom with Youtube and Zoom Meetings. Using many platforms during online learning to speak English makes students rich in technological literacy. Of course, this positively impacts online learning to speak during this pandemic.

Interaction in learning Speaking Skills

The process of learning speaking in English through Google Classroom also has another series. What is meant is an interaction and communication session created between lecturers and students and students and their colleagues. This session then becomes a separate part discussed in this research because it is undeniable that the interaction pattern created between the online speaking class and the offline class will be unique. The interactions made in the process of learning to speak using the Google Classroom platform have much space that can utilize. It goes back to the users, namely lecturers and students. Ideally, using a learning platform provides ample space for students to surf deeper into the learning process. Students can interact and communicate at any time through google classroom. It is also conveyed in research (Islami & Al Ayubi, 2020) that interactions between teachers and students are well recorded and that lecturers and students can interact effectively in the online learning process. However, in this study, the information obtained showed student dissatisfaction regarding opportunities to communicate with lecturers and fellow students. Descriptively, it can be seen in the student delivery (AR) as follows:

> *"So the communicative process that occurs in GC, the first one is speaking, yes, speaking is less effective, he has communicative because we are only instructed, and we only answer a few questions that might write down, but for action, maybe we can take action on YouTube, it's better to be able to act on Whatsapp voice notes like that, then in GC, the lecturers and students only answer questions. It's finished. There is no more student response. There's no such thing as more excited. That kind of flat cake, oh yes sir, ok sir, ready sir, that's it." (AR)*

The form of interaction that occurs in learning to speak English is undoubtedly closely related to the practice of speaking and the concept of expressing itself. It is impossible to find on an online learning platform called Google Classroom because functionally, Google Classroom is a non-face-to-face based online learning application. Which is used in writing activities. So that the interactions created are mostly built from writing. The interaction described by students is when the lecturer issues announcements or notifications packaged in written form. It is similar to communication activities in messaging applications such as Whatsapp.

In line with the informant's statement said that students would be easier to interact with others. When Google Classroom provided the voice note feature like that available on the WhatsApp application, it was conveyed by (AR) "it is better to act on Whatsapp voice notes like that, then in GC, the lecturers and students only answer questions." This statement proves that students have difficulty communicating through Google Classroom. Where students are only accustomed to responding to lecturers using written messages in the comments column. And the most challenging thing is to ensure that the condition of the internet network remains stable, especially in the area where this research is carried out. When the network is less stable, it certainly affects the timeliness of obtaining and replying to information from lecturers.
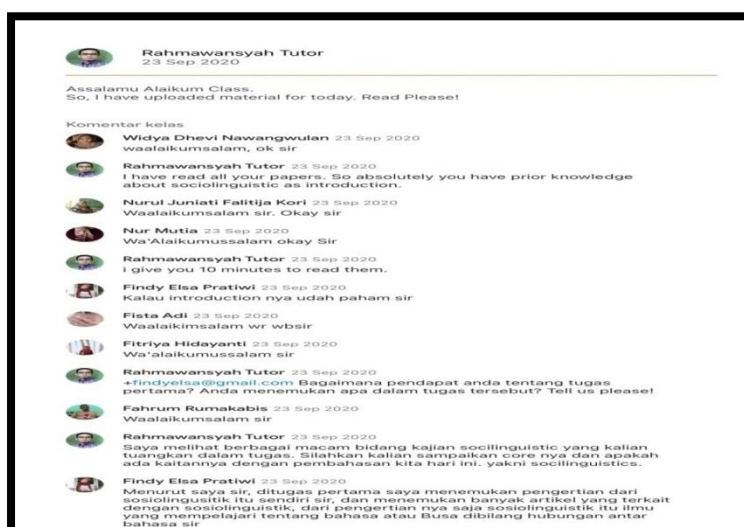
Fig.4 Discussion Between Lecturers and Students

The form of a discussion between lecturers and students through Google Classroom by replying to each other through written messages shows that learning to speak is less attractive. It can understand from the atmosphere of the speaking class. Under normal conditions, learning to speak requires direct interaction without internet intermediaries. Because of the ability to speak can be built one of them from the habit of having conversations with other fellow students directly. English vocabulary can grow to create the ability to speak fluently and increase self-confidence. As (Celce-Murcia, 2001) one of the activities that can improve speaking skills is that students have conversations with other students.

Learning to speak English using Google Classroom in higher education in Papua provides new information for academics throughout the archipelago. The application of Google Classroom in learning speaking skills emphasizes three things. First, Google Classroom is a friendly platform for English tadris students. Where it can generate motivation in enriching students' technological literacy knowledge. Second, google classroom in learning to speak English can make it easier for students to access various sources of material. The uploaded material is in video and audio that can be directly accessed from Google Classroom. And very practical in terms of assignments and information related to the grades obtained by each student can be directly accessed from Google Classroom. Third, in addition to the benefits of Google Classroom, there are certain drawbacks, such as the inability to provide direct interaction space for lecturers and students, as well as among other students. As a consequence, Google Classroom will be more complete with the addition of collaborative platforms such as Zoom Meetings and Youtube. It is a confirmation for all Google Classroom users in learning English speaking skills. However, several studies have justified those findings above (Jiemsak, 2021; Mahayani, 2022; Octaberlina & Muslimin, 2020; Periani & P. E. D, 2022; Rahman et al., 2021; Susanto et al., 2021).

(Periani & P. E. D, 2022) performed study on students' perceptions of the usage of Google Classroom in English online learning in a rural junior high school in Buleleng, Bali. The usage of Google Classroom in online learning in Bali reveals that there is little contact amongst students since they are more focused on connecting with teachers, leading students to believe that Google Classroom is ineffective. Furthermore, students have expressed dissatisfaction with Google Classroom, claiming that they are unable to attend classes because they do not have cellular connectivity, preventing them from accessing Google Classroom. In line with the Bali EFL students, the study carried out by (Mahayani, 2022) in Jember showed that Google Classroom has proven to be very useful and beneficial by EFL students. It is easy to use, helps them in online learning. But, Google classroom is less effective because of lack material explanation from the teacher. Other views, the most crucial problem are internet access. These data somewhat validated the study's findings in terms of Papuan EFL students' use of Google Classroom to improve their English speaking skills. Google Classroom is regarded positively by Papuan

EFL students as a beneficial tool and a user-friendly platform for developing English speaking abilities. The study done by (Periani & P. E. D, 2022) also shown that Bali students had difficulty interacting during the learning process using Google Classroom. According to the investigation, Papuan EFL students believed that the Google classroom lacked direct contact space for lecturers and students, as well as among other students. Not only do EFL students in Bali and Jember have poor internet network circumstances, but so do EFL students in Papua. Furthermore, the Papua region is well-known for its unreliable internet network conditions.

In different with a study conducted by (Susanto et al., 2021) explored the constraints of online learning using Google Classroom During Covid-19 at Dehasen University Bengkulu, South Sumatera. This study found that the students face some difficulties in using Google classroom on the attendance menu, quiz assignment menu, essay assignment menu, word or pdf download menu and video download menu. The findings of the study of Papuan EFL students in using Google classroom is easier for students to access various sources of material. They feel a new class atmosphere. However Google classroom is perceived by the Papuan EFL students as a challenging program designed to drive them to study more diligently.

The Students' Strategies in Facing Online Learning For Speaking Skills Using Google Classroom
Creating a Good Learning Atmosphere during the Learning Process

Using google classroom for tadris English students in dealing with learning to speak in English during the COVID-19 pandemic provides space for various strategies to emerge. Strategies in dealing with Google Classroom-based learning are primary things that must be owned by all students today. Students learn with multiple efforts and, of course, through adjustments that are not short, including how to manage the material obtained from google classroom-based learning. Apart from the material, students must organize their intentions well to create a pleasant learning atmosphere. It is a form of the strategy implemented by students in dealing with online learning with the basis of google classroom, at least as conveyed by the following student (FND):

> *"Prepare materially and mentally to learn as well as possible. Gather intent to learn online. Don't be tense; go with the flow. Keep in touch with other friends. Keep the spirit of learning even in the current pandemic and online learning conditions. Repeating the lessons that have been given". (FND)*

The explanations given by the informant above make it clear that in the google classroom-based learning process, students give birth to various kinds of businesses as a form of strategy to continue to participate in learning with the new system. However, the use of technology in learning process can increase students' motivation and absolutely give well effect for learning atmosphere. Every lecturer should pay attention to students' efforts to set the intention to create a pleasant learning environment because students' willingness to participate in learning during the pandemic is the most important factor for the sustainability and achievement of learning objectives designed by lecturers. Because learning to speak in English is a productive competence. Where it requires a conducive learning atmosphere and directed learning behavior. Because learning through Google Classroom online requires three things, namely, technology, behavior, and new thinking skills (Bouhnik, D., & Carmi, 2012).

Procurement of Learning Support Facilities

The shift from offline to online is enough to prove that there have been many adjustments, including how students can still actively participate in speaking, which of course, requires more abilities than usual. The power of students to meet the requirements of the new learning system is a strategy in participating in technology-based learning, for example, setting up learning facilities that can support the smooth learning process to speak during the pandemic.

However, learning to speak in English is highly dependent on students' ability to manage English vocabulary and its application. So it is very appropriate when students make digital devices a priority needs to participate in online learning. And it is not surprising when most of the students of tadris of English then try to have adequate learning facilities such as smartphones to laptops and are supported

by internet credit. In which conditions before the COVID-19 pandemic, students considered smartphones and notebooks, not a top priority. It was conveyed by students (NJFK) as follows:

> *"My form of preparation is to have digital devices such as smartphones and laptops and also get available networks and credit or look for places that have wifi coverage. So this online learning brings positive things, too, because we are so diligent in using laptops and applications that support learning. Even some of my friends have new smartphones. Because all this time, we have used a makeshift cellphone and do not support Google Classroom, let alone zoom." (NJFK)*

The implementation of technology-based learning must pay attention to three crucial components: hardware, software, and human resources (brainwave) (Muassomah & Abdullah, 2021). So that completing learning facilities in the form of software and hardware is of particular concern among IAIN Fattahul Muluk Papua students. Facilities such as smartphones make it easy for students to participate in technology-based learning. Because ideally, the technology aims to facilitate the online learning process. Similar is the case with learning to speak in English, which requires smartphone specifications that are not mediocre.

Review and rehearsal with friends regarding the material that has been taught

Students need the right strategy to deal with learning English for speaking and writing performance. With the conditions of learning based on google classroom, the lecturers and students are physically separated by distance (Rumble, G. & Harry, K., 1986). Of course, students must become independent learners who can actively develop their knowledge through various efforts. For example, students conduct review activities on the lecturer's material. The review process can be through comments on Google Classroom, which will later be responded to by other fellow students. As told by students (AR) as follows;

> *"Reviewing the learning that has been done, for example, using Google Classroom asking in the comments column and being responded to by several other friends and all of them can read the comment column. And provide each other with accurate information such as asking again for task instructions from lecturers to friends and telling friends" (AR)*

With a different version than the student (AR) told above, the student (YDP) conveyed how students did not just carry out review activities. However, students also always do exercises (rehearsal) independently as a strategy for dealing with learning to speak through Google Classroom, which is presented below:

> *"In addition to learning on my own from the material provided by the lecturer and from other sources, I will also practice independently or with friends. For example, I sometimes speak in English with friends using voice messages on WhatsApp. Likewise, with writing, I also sometimes correct the grammar of what I write. It indirectly became a practice for me to hone my speaking and writing skills. The most important thing is to re-learn and answer the questions given by the lecturer" (YDP)*

Online learning through Google Classroom is considered very flexible in its implementation because students can take online learning from their respective homes. Online learning also triggers the emergence of independent learning and encourages students to be more active in lectures (Firman & Rahayu, 2020). Therefore, it is appropriate for students to carry out various exercises to improve their abilities. A student (YDP) stated that "for speaking, I sometimes speak in English with friends using voice messages on WhatsApp." And similarly, with writing skills, exercises can apply, such as always making corrections to the results of writing that have been compiled because can systematically study various aspects to get better results, such as checking the grammar used in writing. And it is very appropriate if you take advantage of various additional applications that can support your language competence. According to opinion (Brown & Lee, 2015), technology can play an essential role in teaching language.

Maintain Discipline

One form of student compliance in actively participating in learning to speak through Google Classroom is maintaining discipline. Discipline is not only in terms of attendance on time. However, this includes how to complete the tasks given by the lecturer promptly. In this era of online learning, a whole level of awareness is needed for each student. Because through the strategy of maintaining discipline, it is clear that learning through Google Classroom does not change students' enthusiasm for learning. According to the following information from students (RDC):

> *"Providing good study results by correctly collecting assignments on time in the assignment column in Google Classroom and filling out absences on time, and submitting assignments on time, if, for example, someone asks in the correct language." (RDC)*

Information from the informant above clarifies that discipline is the main thing in facilitating technology-based learning processes such as Google Classroom. Moreover, learning to speak in English emphasizes discipline in learning. Because learning to speak through a learning platform makes a disciplined person. Apart from the targets that must achieve, writing habits also require commitment— starting from building a reading culture to gaining a lot of knowledge and increasing vocabulary in writing. And it must be accompanied by discipline from the author. So it is appropriate that self-discipline is included as one of the six empirical themes of teaching writing through a learning platform (Ratnaningsih, 2019). In addition, collecting assignments is a priority in Google Classroom-based learning. The punctuality in collecting is a special privilege for students. Because basically, Google Classroom is designed as a platform that simplifies collecting assignments for students, including the distribution of projects by lecturers (Wendy M Reinke et al., 2014). It is critical to implement the four tactics utilized in developing speaking skills using Google Classroom. In recent years, there has been a lot of research done on the strategies used by students and lecturers in online learning (Ariffin et al., 2021; Octaberlina & Muslimin, 2020; Sahib, 2019; Sutarto et al., 2020)

A recent research (Ariffin et al., 2021) investigated students' strategies for learning English online. The study discovered that Malaysian students employed cognitive, metacognitive, resource management, and emotional methods when studying English online. And each strategy has a sub-strategies. In accordance with the strategy of students in online English learning research by (Ariffin et al., 2021). This study also discovered that students employed four tactics when studying English online using Google Classroom. First, creating a good learning environment during the learning process seems to be a sub strategy of environmental management. Second, the use of resources is referred to as the procurement of learning support facilities. Third, review and rehearsal with friends on the material taught relates to rehearsal and self-evaluation. The final point is to maintain discipline, which refers to self-awareness, self-regulation, and time management.

Another research done by (Octaberlina & Muslimin, 2020) portrayed EFL Students' Perspectives on Online Learning Barriers and Alternatives Using Moodle/Google Classroom During the COVID-19 Pandemic at Tadris English UIN Malang. The study discovered that the means to overcome such hurdles, in which; to overcome the absence of personal touch in Google Classroom, the instructor must examine the overall learning goals, consider students' diverse individual learning styles, offer timely feedback, and sustain more interactions. Regardless of the Malang EFL students' ways for overcoming online learning hurdles with Google Classroom, the researcher demonstrated the need of maintaining more interactions. Based on this research, it is clear how the research of (Octaberlina & Muslimin, 2020) validates the conclusions of this research. However, EFL Papuan students are establishing a nice learning environment during the learning process by using Google Classroom to overcome the learning speaking online.

4.   CONCLUSION

The use of Google Classroom for teaching speaking skills encourages Papuan EFL students to re-adjust to a new learning environment. At least three aspects indicate the new culture encountered

throughout the learning process. First, when Google Classroom was first used, Papuan EFL students had to adjust to new habits. Second, throughout the process of getting materials and exercises, Papuan EFL students were both challenged and spoilt by Google Classroom. Furthermore, the project has its own effect from completion to collection with varying time constraints. Third, in terms of student involvement in Google Classroom, it is the most frequently mentioned issue, particularly learning to speak. As a result, Google Classroom is a platform that can only be used for specific types of learning. Papuan EFL students present several strategies that can be used during the learning process while using the platform, such as creating a good learning atmosphere during the learning process, procuring learning support facilities, reviewing and rehearsal with friends regarding the material that has been taught, and maintaining discipline.

The availability of Google Classroom also indicates that students' second priority in studying is to speak English. In the sense that, during the Covid-19 pandemic, Google Classroom as a tool takes precedence over knowledge. The Google Classroom app mode has supplanted the speaking abilities obtained from professional lecturers. This should make it easier for IAIN Fattahul Muluk Papua students to access the web and attain their learning objectives in eastern Indonesia. However, this study has some weaknesses, including a lack of information regarding the use of Google Classroom in Papua Province's metropolitan areas. More research is needed to investigate Google Classroom from the lecturer's point of view and students in Papua's rural districts in the context of teaching English in Papua. In order to fine-tune information on using Google Classroom to learn to speak English.

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