

TEACHING PRONUNCIATION PRACTICE BY USING GOOGLE CLASSROOM TO THE SECOND SEMESTER STUDENTS OF ENGLISH TADRIS STUDY PROGRAM AT STATE INSTITUTE FOR ISLAMIC STUDIES PALU

AFIFAH

English Tadris Study Program, Faculty of Tarbiyah And Teacher Training
State Institute for Islamic Studies Palu
Email: eefaviva@gmail.com

Abstract

This is a qualitative research with the objective to find out how the teaching of Pronunciation Practice by using Google Classroom to the second semester students of English Tadris Study Program of State Institute for Islamic Studies (IAIN) Palu is. There are three research questions in this research: (1) How did the lecturer teach Pronunciation Practice subject by using Google Classroom to the second semester students of English Tadris Study Program of State Institute for Islamic Studies Palu ?; (2) What are the advantages and limitations of using Google Classroom for teaching Pronunciation Practice to the second semester students of English Tadris Study Program of State Institute for Islamic Studies Palu?; and (3) What are the advantages and limitations of using Google Classroom for learning Pronunciation Practice based on the opinions of the second semester students of English Tadris Study Program of State Institute for Islamic Studies Palu? In gaining the data, the researcher used observation and interview as the instruments. From the observation, the researcher answered the first and second research questions as follow. The researcher did several steps in teaching Pronunciation Practice by using Google Classroom such as: (1) making three classes of Pronunciation Practice in Google Classroom for TBIG-1, TBIG-2, and TBIG-3; (2) sharing the link of Google Classroom to the students; (3) making the attendance list; (4) delivering the material to the students by attaching word files; (5) sharing YouTube videos of how native speaker pronouncing the sounds in the material; (6) giving assignment to the students by setting the deadline; and (7) returning the assignment to the students along with the score and the feedback in the comment column. The advantages by using Google Classroom for teaching Pronunciation Practice are as follow: (1) the easiness to deliver the material orderly; (2) the easiness to share YouTube videos; (3) the easiness to instruct an assignment; (4) the easiness to set the due date of the assignment; (5) the availability of scoring feature; (6) the privacy of lecturer's feedback; and (7) no need to save students' numbers. However, the limitations of Google Classroom are also found. Here are some of the limitations: (1) the unavailability of attendance feature; (2) the need of stable internet connection to upload a material file; and (3) the unavailability of feature to do oral class discussion. The third research question was answered by using the data from interview. The students described the advantages of using Google Classroom as follow: (1) easy to use; (2)

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flexible; (3) easy to send tasks; (4) not consuming much internet data; and (5) enabling students to watch YouTube videos shared by the lecturer related to the material discussed. However, they also noted some limitations of Google Classroom such as: (1) the unavailability of features like voice note and video call to have oral class discussion; (2) the difficulty to access it when the internet connection is not stable; and (3) the difficulty to send tasks when Google Drive is full.

Key words: teaching, pronunciation, Google Classroom

1. Background

Speaking is one of human needs. Without the ability to speak, it is hard for a human to deliver messages, ideas, opinions, and speech. Speech needs the coordination of the tongue, lips, vocal cords, lungs, velum, and all other parts of what is commonly called the vocal tract.¹ Without the good coordination of those parts, a human hardly produces speech sounds. The ability to produce speech sounds has already been in human innate capacity to learn a language hereinafter this refers to one of the components of language – pronunciation.

Pronunciation has an undeniable contribution for building a comprehensive conversation between a speaker and a listener. The accuracy to pronounce correct sounds is related to comprehensibility. Accuracy is one aspect of pronunciation.² In other words, pronunciation accuracy is important to develop both speaking skill and listening skill in which a human gain a language by firstly listening to people and imitating what they hear to say to others.

Teaching pronunciation still becomes a debating issue in language learning. Some experts argue that pronunciation is a part of language acquisition that undergoes naturally. Adult learners will never acquire the level of pronunciation owing by native speakers.³ However, pronunciation is one of language components besides grammar and vocabulary. Without pronunciation, the teaching of language is incomplete.

Pronunciation teaching not only makes the students aware of different sounds but also increase their speaking skill. By learning how words are pronounced, they will get information of where the stress in the words should be, and it leads to the achievement of teaching in which their comprehension and intelligibility are improved.⁴

Teaching English in Indonesia is categorized to be EFL (English as a Foreign Language). English is not spoken in this country as everyday language. Due to the fact that English is a foreign language for Indonesian people, they may find some difficulties in learning pronunciation. They rarely listen to people speaking English in their everyday life. Since listening is a basic skill in language and the first skill a baby develops since the day he has born, it adds the reasons of why some Indonesian people find it hard to pronounce English sounds accurately. In order to hear the new language accurately enough to imitate it, the foreign learner must respond to a whole new sound system. Hearing correctly is not always easy, and he is handicapped not only by his lack of control of the new sound structure, but by his lack of knowledge of the new language in general.⁵

Pronunciation Practice is one of the subjects in English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies (IAIN) Palu since the inauguration of the study program in 2015. The subject's curriculum requires the students to program this class for one year – two semesters. Therefore, the class of Pronunciation Practice is divided

¹ L. Ben Crane, Edward Yeager, and Randal L. Whitman, *An Introduction to Linguistics* (Boston: Little, Brown and Company, 1981), 14.

² Sari Luoma, *Assessing Speaking* (Cambridge; Cambridge University Press, 2004), 11.

³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, second edition (New York: Pearson Education Company, 2001), 268.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, fourth edition (Cambridge: Pearson Education Company, 2007), 248.

⁵ Geoffrey Broughton, et al., eds, *Teaching English as a Foreign Language*, second edition (London and New York: Routledge & Kegan Paul, 1980), 49.

into two semesters: Pronunciation Practice 1 and Pronunciation Practice 2, in which Pronunciation Practice 1 discusses about the introduction of English sound system, English vowels, and how to pronounce them, while Pronunciation Practice 2 discusses about English consonants and how to pronounce them. Based on the curriculum, Pronunciation Practice 1 is included as one of the subjects in the odd semester, while Pronunciation Practice 2 belongs to one of the subjects in the even semester.

Due to the COVID-19 Pandemic, the teaching and learning in IAIN Palu in the even semester of the academic year 2020/2021 were still conducted online. Therefore, the lecturers still have to rely on technology devices to conduct online teaching. One of the most used online learning applications to deliver lecture materials is Google Classroom. Some parties think that this platform is a solution for online teaching and learning. Nevertheless, some still believe that this is a quite simple platform, cannot cover the overall process of teaching and learning. Consequently, some educators – especially those who have never experienced applying this application before – are not sure whether to use or not this platform to represent online teaching process. This reason becomes the background of this research. The researcher was interested to conduct this research with the objective to find out how the teaching of Pronunciation Practice by using Google Classroom to the second semester students of English Tadris Study Program of State Institute for Islamic Studies (IAIN) Palu is.

There are three research questions formulated: (1) How did the lecturer teach Pronunciation Practice subject by using Google Classroom to the second semester students of English Tadris Study Program of State Institute for Islamic Studies Palu ?; (2)

What are the advantages and limitations of using Google Classroom for teaching Pronunciation Practice to the second semester students of English Tadris Study Program of State Institute for Islamic Studies Palu?; and (3) What are the advantages and limitations of using Google Classroom for learning Pronunciation Practice based on the opinion of the second semester students of English Tadris Study Program of State Institute for Islamic Studies Palu?

The significance of this research is expected to be: (1) A reading material for those who are interested in finding out the teaching of Pronunciation Practice by using Google Classroom; (2) A reference for English teachers and lecturers about teaching Pronunciation Practice by applying Google Classroom ; (3) A reference material for the students of English Tadris Study Program of IAIN Palu; and (4) A reference material for future researchers who are interested in finding out the teaching of Pronunciation Practice by using Google Classroom.

2. Literature Review

2.1. Previous Researches

There are already several researches raising the issue of Google Classroom use in Covid-19 Pandemic. The research entitled “The Use of Google Classroom during Pandemic” is a library research with the objective to find out the phenomena of using Google Classroom. The result of the research proved that using Google Classroom was effective during virtual classes.⁶

⁶Mike Okmawati, “The Use of Google Classroom during Pandemic,” *Journal of English Language Teaching*, vol. 9 number 2 (March 2020), 438. <https://doi.org/10.24036/jelt.v9i2.109293> (July 1, 2021)

The second research entitled, “Utilizing Google Classroom as an Online English Learning Media in the Middle of Covid-19 Pandemic” is a qualitative research with the objective to determine the use of Google Classroom in English online learning in schools. The result of the study concluded that the use of Google Classroom was to simplify and improve the quality of teaching and learning activities in the midst of a pandemic.⁷

The third research entitled “The Students’ Perception of Google Classroom in English Phonology Class” is a survey study aiming at investigating students’ perceptions on the use of Google Classroom in English Phonology Class. The result of the research showed that the students have a positive perception to the use of Google Classroom in English Phonology Class.⁸

Above researches do not discuss about the use of Google Classroom for teaching Pronunciation Practice Class. Therefore, in this research, the researcher was encouraged to point out the issue of applying Google Classroom to teach Pronunciation Practice in order the result of this research can be a reference material for English teachers, English lecturers, students majoring English and future researchers.

2.2. Pronunciation

Pronunciation is the abstract noun form of the base form – verb – *pronounce*. There are at least three definitions of pronunciation such as: (1) the way in which a language is spoken; (2) the way in which a word is pronounced; and (3) the way a person speaks the words of a language.⁹ In this research, pronunciation refers to the name of one of the subjects in English Tadris Study Program of State Institute for Islamic Studies (IAIN) Palu. Since the objective of Pronunciation Subject is not only providing the students with the knowledge about English sounds but also enabling the students to pronounce English sounds both consonants and vowels, it then becomes a practice class, and the name of the class is Pronunciation Practice.

2.3. Aspects of Pronunciation

There are eight aspects of pronunciation, such as (1) combinations of sounds, namely cluster; (2) linkage of sounds – the connectivity from the end of sound of a word to the beginning of sound of another word without pausing; (3) word stress – the emphasized syllable of a word; (4) rhythm – the musicality of a sentence; (5) weak form – a single syllable word with unstressed vowel; (6) sentence stress – the prominence word; (7) intonation – speech melody.¹⁰

2.4. Teaching Pronunciation

Indonesia is a multicultural country. Some Indonesian people were born with their regional language as their first language, while the others were born with

⁷Faradila Putri and Eska Perdana Prasetya, “Utilizing Google Classroom as an Online English Learning Media in the Middle of Covid-19 Pandemic,” *Abdi Dosen – Jurnal Pengabdian Pada Masyarakat*, vol. 5 number 1 (March 2021), 45. <https://doi.org/10.32832/abdidos.v5i1.831> (July 1, 2021)

⁸Much Deiniatur, “The Students’ Perception of Google Classroom in English Phonology Class,” *Scripta – English Department Journal*, vol. 7 number 2 (November 2020), 51. <https://doi.org/10.37729/scripta.v7i2.705> (July 1, 2021)

⁹ A. S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, fifth edition (Oxford: Oxford University Press, 1995), 928.

¹⁰ Joanne Kenworthy, *Teaching English Pronunciation* (London and New York: Longman, 1987), 9.

Indonesian language as their mother tongue. First language undeniably has impact to the second language learning. This is one of the challenges English teachers and lecturers deal with in teaching pronunciation. The other challenge is motivation. Students will encounter all barriers in learning pronunciation when they are motivated. Teachers and lecturers are facilitators in encouraging students to learn pronunciation.

Listening plays an important part in pronunciation training. It is better for teachers to teach pronunciation with the material containing more authentic tasks with a variety of accents.¹¹ Listening to native speakers or materials containing native speaker's speech can help students to improve their pronunciation.

2.5. Google Classroom

Google has been popular as a search engine applied by people around the world to ease their life, their work, and their study. Google has many products such as Gmail, Google Chrome, Google Drive, YouTube, Google Maps, Google Translate, Google Classroom and so on. As one of the famous products of Google, Google Classroom has contributed in facilitating online learning.

Google Classroom is a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers. It, effectively, was created as a way to get rid of paper in classes and to make digital learning possible.¹²

2.6. The History of Google Classroom

¹¹Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*(Cambridge: Cambridge University Press, 2002), 185.

¹²Luke Edwards, "What Is Google Classroom?," *Tech&Learning*, March 19, 2021. <https://www.techlearning.com/features/what-is-google-classroom>(July 1, 2021)

Google was launched in August 2014 as a device to help teachers so they can focus on teaching. By October 2015, Google estimated some 10 million students and teachers were using it. Along the way, Google Company has added features for teachers to manage several classes and invite collaborators. In August 2016, Google added a guardian summary feature for parents to receive updates on their student's work, missing assignments or classroom announcements. Zach Yeskel, a product manager at Google, says they spent about a year and a half researching and talking to educators about the tool. Features like the guardian notifications and adding multiple teachers to a class were developed out of user feedback, he says.¹³

2.7. The Features of Google Classroom

As an application, Google Classroom has several features to ease the users. Here are the features of Google Classroom: (1) set classroom themes with school colors or logo; (2) reuse assignments, tests, or other course content in future classes; (3) add content to assignments, such as video, PDFs, Google Docs or Google Forms survey; (4) share videos, links or image from other websites with students; (5) view assignments, announcements and other resources on a class resource page; (6) draft assignments and schedule them to post on a later date; (7) use Google Calendar to track assignment due dates; (8) export grades to Google Sheets or a CSV file; (9) set permissions on whether students can make posts or comments (or mute individual

¹³Antoinette Siu, "A Timeline of Google Classroom's March to Replace Learning Management System," *EdSurge*. September 27, 2016. <https://www.edsurge.com/news/2016-09-27-a-timeline-of-google-classroom-s-march-to-replace-learning-management-systems>(July 1, 2021).

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students); (10) set permissions on which teachers can create and manage classrooms, or which schools within a district can use Google Classroom; (11) hosting virtual classes with Google Meet; and (12) originality reports, which lets students scan their work for potential plagiarism.¹⁴

3. Research Method

The researcher applied a qualitative method to conduct this research. Qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad, general question, collects data consisting largely of words (or text) from participants, describes and analyzes these words from themes, and conducts the inquiry in a subjective, biased manner.¹⁵ This qualitative research analyzed the teaching of Pronunciation Practice by using Google Classroom by answering three research questions in which the data were obtained from two instruments.

This research was conducted in State Institute for Islamic Studies (IAIN) Palu, Jl. Diponegoro Number 23, Lere District, Western Palu, Palu, Central Sulawesi, at the Faculty of Tarbiyah and Teacher Training, Tadris English Study Program.

In collecting the research data, the researcher conducted observation by teaching the students for five meetings. The researcher acted as the observer as well as the lecturer in the three classes namely TBIG-1, TBIG-2, and TBIG-3. The total number of the students was 66. Another instrument that the researcher used was

interview. The researcher compiled interview questions consisted of twelve questions as the research instrument. The researcher acted as the interviewer and did interview to 42 students of second semester of Tadris English Study Program separated in the three classes.

4. Result and Discussion

The researcher started teaching Pronunciation Practice to the three classes of the second semester students of English Tadris Study Program namely TBIG-1, TBIG-2, and TBIG-3. Here is the total number of students in the classes.

Class	Number of Students
TBIG-1	23
TBIG-2	21
TBIG-3	22
Total	66

The researcher began to teach TBIG-1 by applying Google Classroom in March 9 2021, TBIG-2 in March 10 2021, while TBIG-3 in March 12 2021. First of all, the researcher made three classrooms in Google Classroom for the three classes. The second step that the researcher did was distributing the link of Google Classroom to the students in order they can access it. When the researcher was sure that all the students were already in the classroom, the researcher started the class.

The third step that the researcher performed in teaching Pronunciation Practice to the students was making the attendance list. Google Classroom apparently does not have a feature in which the lecturer can call the students' names in the attendance list. Therefore, the researcher

¹⁴Melissa Pardo-Bunte, "Google Classroom Review," *BetterBuys*, March 4, 2021. <https://www.betterbuys.com/lms/reviews/google-classroom/> (July 1, 2021).

¹⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, second edition (Lincoln: University of Nebraska, 2005), 39.

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only posted a statement such as “The Attendance list of the first meeting of Pronunciation Practice, March 9 2021” and shared it with the classes. The students wrote their names as the comment in the comment columns. Their comment would be displayed along with the record of the time when they wrote their names. However, the disadvantage of doing this is that the record of time will disappear within 24 hours. When the researcher did not copy the record of time in a note, she could not know the students who were late in joining the class. As everybody knows that every class has schedule containing the time of the class. Without having the feature of students’ attendance, it is hard to record students’ lateness in joining the class.

The fourth step that the researcher did was delivering the material. In delivering the material to the students, the researcher opened the menu “Class Assignment” and clicked “+” to add material. The researcher added material by writing the topic of the material. After that, she attached a file – word file – containing the material. Students needed to download the material in order to read it. Unfortunately, Google Classroom does not have a feature of voice note, video call, or voice recording to enable the researcher to explain the material to the students orally. The class discussion could not be conducted unless by typing words in the comment column.

The fifth step was sharing YouTube videos containing the material in which people performed pronouncing the English sounds becoming the topic of discussion. The researcher opened YouTube videos in YouTube, selected the video, clicked “share”, and shared the video in Google Classroom. In this part, the researcher also wrote the topic of discussion as the topic of the video.

The sixth step researcher acted was giving assignment to the students. In giving

the assignment, the researcher instructed the students to pronounce several words having the sounds being discussed. They had to record their voice and send the recording as the answer of the assignment. This is the best part of Google Classroom. When posting the assignment, the lecturer can set the deadline of the assignment. When correcting the assignment, lecturers and teachers are also allowed to give score of the assignment. That was the last step that the researcher did in observation. The researcher returned the assignment to the students along with the score and the feedback in the comment column. Google Classroom has set the comment to be privately seen by only two parties – the lecturer and the student having the assignment.

Google Classroom has several great features for running a class, such as the feature to make materials and set them orderly, the feature to assign students, the feature to instruct an assignment, the feature to set the due date of the assignment, the feature to score the students’ assignment, and the feature to write feedback of the assignment privately to the students. Those are the easiness that a teacher or a lecturer can find in Google Classroom. The researcher also found it easy to share YouTube videos in Google Classroom. Another advantage in using Google Classroom is the students use their account of Gmail. Unlike in WhatsApp in which the teacher or the lecturer has to save students’ numbers, by using Google Classroom, the teacher or the lecturer can directly look at the students’ names without saving their numbers.

Google Classroom was sometimes difficult to access especially when the internet connection was not good. It was the fifth meeting of Pronunciation Practice class in TBIG-2 in April 1 2021. The internet connection was down for one hour. The class could not be started, so the researcher

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and the students had to wait until the internet was connected. It also happened when the researcher had to wait the internet connection to be stable to post several word files which were the material of discussion.

The researcher conducted interview to 42 second semester students of English Tadris Study Program of IAIN Palu in April 13 2021 until April 16 2021 via WhatsApp. The interview itself consisted of twelve questions. Among the total 66 students, only 42 students were interviewed. Here is the distribution table of interviewed students.

Class	Number of Interviewed Students
TBIG-1	10
TBIG-2	17
TBIG-3	15
Total	42

In the first question, the researcher asked about the students' opinion related to learning Pronunciation Practice through Google Classroom. They said that Google Classroom is quite good and easy to use. It is flexible, can be easily accessed anytime and anywhere. They liked the feature of assignment because they found it easy to send assignment, and the process of sending it was fast. However, the limitation of Google Classroom in their opinion was this application could not support class discussion in a comfortable way.

In the second question, the researcher asked how the students use Google Classroom for learning Pronunciation Practice. They explained that they downloaded the material sent by the lecturer in order they could still reopen and reread it when they do not have enough internet data. They learned it by listening to

the YouTube videos shared in the material. After that, they practiced pronouncing the sounds.

In the third question, the researcher asked the students about the advantages they obtained when applying Google Classroom. For them, Google Classroom is easy to use. It is also flexible and enables them to open the materials already shared by the lecturer anytime and anywhere. They also found the material and the task orderly distributed, so they would know which tasks they have not finished yet. Sending task is something easy for them. Besides, Google Classroom does not consume much internet data.

In the fourth question, the researcher asked the interviewees about the disadvantages of Google Classroom. They answered that they found it hard to access Google Classroom when the network was down. It also became the obstacle for them to send the task before the deadline. Since Google Classroom is connected to Google Drive, the students could not send the task when Google Drive was full. In addition, Google Classroom does not have a feature to facilitate a class discussion such as voice note and video call without typing words.

In the fifth question, the researcher asked the students about what they did to overcome the problems caused by the disadvantage of using Google Classroom. They explained that when they could not access Google Classroom, they found out a place in which they could operate Goggle Classroom. They soon informed the lecturer about the condition of their bad internet server. When their Google Drive was full, they soon deleted unused files. When they needed to discuss the material with the lecturer, they would soon build a conversation with the lecturer through chats.

In the sixth question, the researcher asked the students related to their

perception about the explanation delivered by the lecturer. They answered that the lecturer's explanation was enough. The YouTube videos shared was quite helpful to support the material explanation from the lecturer. Those videos helped them to practice pronouncing the words.

In the seventh question, the interviewer asked the students about whether Google Classroom was enough as the only one media to use for learning Pronunciation Practice. In their opinion, Google Classroom should not become the only one online learning media to use. Since one of the limitations of Google Classroom is the difficulty to build a class discussion orally, other online media that can be used in order to learn Pronunciation Practice are Google Meet and Flipgrid in order to overcome the limitation of Google Classroom.

In the eighth question, the researcher asked the students about accomplishing assignment in Google Classroom whether it was easy or difficult. In the students' opinion, they found it easy to send the tasks through Google Classroom when the internet connection was stable. There was a task every week. Through Google Classroom, it was simple to see which of the tasks they have not finished yet.

In the ninth question, the researcher asked the interviewees to mention the online learning media they have ever used. They have undergone two semesters in pandemic situation, so the teaching and learning process were conducted online. They have ever used WhatsApp, Flipgrid, E-learning, Zoom, Google Meet, and Google Classroom.

In the tenth question, the researcher instructed the students to choose one of the online learning media among those they have ever used. Some of them said that the best media used was WhatsApp

since it has some features such as video call and voice note enabling them to have a class discussion. The rest of them said that they preferred Google Classroom due to its simplicity and flexibility. Google Classroom can be operated anytime and anywhere. In addition, tasks and materials were orderly distributed. In their opinions, both WhatsApp and Google Classroom do not consume much data.

In the eleventh question, the researcher instructed the students to choose one of the online learning media among those they have ever used which were suitable to learn Pronunciation Practice. Some of them preferred Google Meet in order to get direct correction from the lecturer about their pronunciation. The other chose Flipgrid since it facilitated the students and lecturers to have discussion by replying videos. The rest of them preferred WhatsApp due to its features that enable them to send audio recording, voice notes, and videos.

The last question asked the students to mention the features Google Classroom should have in order to be the best media for learning Pronunciation Practice. The students reacted that Google Classroom should be fixed by adding several features such as voice note and video call to enable the students discuss the material without typing much. There should also be a feature in which the students are reminded the tasks they have not accomplished yet.

Google Classroom is already designed to be an online learning media enabling lecturers and teachers to run classes without any worrying of running out the phone storage since the data are saved in Google Drive. The students are also facilitated with the features enabling them to look back the materials and tasks given orderly in a simple way. Nevertheless, Google Classroom still has limitations. Both lecturers and students are required to adapt

with the limitations it has and find solutions to overcome the problems.

5. Conclusion and Suggestion

After analyzing the data from observation and interview, the researcher draws the conclusion as follow:

The first research question was, “How did the lecturer teach Pronunciation Practice subject by using Google Classroom to the second semester students of English Tadris Study Program of State Institute for Islamic Studies Palu?” The researcher obtained data to answer this question by conducting observation. Though the observation, the researcher did several steps in teaching Pronunciation Practice by using Google Classroom such as: (1) making three classes of Pronunciation Practice in Google Classroom for TBI-1, TBIG-2, and TBIG-3; (2) sharing the link of Google Classroom to the students; (3) making the attendance list; (4) delivering the material to the students by attaching word file containing the material; (5) sharing YouTube videos of how native speaker pronouncing the sounds in the material; (6) giving assignment to the students by setting the deadline; and (7) returning the assignment to the students along with the score and the feedback in the comment column.

The second research question was, “What are the advantages and limitations of using Google Classroom for teaching Pronunciation Practice to the second semester students of English Tadris Study Program of State Institute for Islamic Studies Palu?” The answer of this question was also obtained from the observation done by the researcher herself in the three classes of Pronunciation Practice. The advantages by using Google Classroom for teaching Pronunciation Practice are as follow: (1) the easiness to deliver the material orderly; (2) the easiness to share YouTube videos; (3)

the easiness to instruct an assignment; (4) the easiness to set the due date of the assignment; (5) the availability of scoring feature that can be sent to and seen by the students; (6) the privacy between student and lecturer related to feedback of the assignment is truly safe; and (7) there is no need to save students’ phone numbers since they use their Gmail account to log in to Google Classroom. However, the limitations of Google Classroom are also found. Here are some of the limitations: (1) It does not have attendance feature to know the students who are late; (2) It needs a stable internet connection to upload a material file; and (3) The discussion can only be done by typing words.

The third research question was, “What are the advantages and limitations of using Google Classroom for learning Pronunciation Practice based on the opinion of the second semester students of English Tadris Study Program of State Institute for Islamic Studies Palu?” To answer this question, the researcher did an interview to the students. They described the advantages of using Google Classroom as follow: (1) It is easy to use; (2) It is flexible – can be operated anytime and anywhere; (3) It is easy to send tasks; (4) It does not consume much internet data; and (5) It enables them to watch YouTube videos shared by the lecturer related to the material discussed. However, they also noted some limitations of Google Classroom such as: (1) The class discussion cannot be performed unless by typing words since Google Classroom does not have features like voice note and video call; (2) It is hard to accessed when the internet connection is not stable; and (3) It is hard to send tasks when Google Drive is full.

After accomplishing this research, the researcher suggests two points for the improvement of teaching Pronunciation Practice by using Google Classroom as

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follows: (1) Due to the unavailability of attendance feature in Google Classroom, teachers and lecturers had better write in the feature of question in Google Classroom the question such as “Who attend this class today?” and activate the deadline of the question so as the late students can be displayed through the time they answer the

question; (2) Since the features of voice note and video call are not available in Google Classroom to facilitate a class discussion, teachers and lecturers can provide the material or task in the form of YouTube video shared and let the students react to the video by recording their voice and sending the recording in Google Classroom.

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