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Analysis of Challenges in Using Google Classroom for Teaching English in Grade 2 at SMAN 4 Palu

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ABSTRACT

This research aims to find out the problems faced by teachers in using Google Classroom at grade two students of SMAN 4 Palu. The research problems are what is the problem faced by the teacher in using Google Classroom in English lessons? And how to solve the problem of Google Classroom in English lessons? This study used qualitative descriptive. The informants in this study were the principal, two English teachers, and 10 second-grade students. The data collection techniques were interviews and documentation. The result shows that the main problem faced by the teachers in using google classroom are: (1) A limited set of features that make it difficult for teachers to teach speaking and listening skills. (2) The teacher has problems in correcting students' assignments, especially for reading and writing skills because there is no room for it. Therefore, the teachers have turned to other applications such as WhatsApp and Google Meet to support the ongoing learning process in Google Classroom, especially in teaching speaking and listening skills.

Keywords: *Google Classroom*



INTRODUCTION

Education is an effort that can accelerate the development of human potential to be able to carry out the tasks assigned to them because only humans can be educated. According to Hiimi, the learning process has a very important role to improve the quality of education, so that the learning that will be held prioritizes and benefits students. This can be done by creating a learning atmosphere that can stimulate the ability of students to explore their potential optimally in a creative, innovative, and fun way (Whidiarto & Noviasari, 2020).

Currently, with the development of technology, the learning process in English can be done by utilizing learning media one of which is the use of Google Classroom. Google Classroom Apps for Education (GAFE) was released to the public on August 12th, 2014. Google Classroom is an application that allows you to create a classroom in cyberspace. It can be a means of distributing tasks, submitting assignments, and even assessing collected tasks (Shahroom and Hussin, 2018). It can be obtained free of charge by first registering with a Google Application for Education account. This application is very useful for online learning and can be used for any device. One of the sophistications of this application is that it can be used together in groups collaboratively.

There are several benefits that we get from Google Classroom in its utilization as a Learning Management System (LMS Soliman, 2014, syakur, 2019). Such as setting, saving time, improving cooperation and communication, centralized data storage, and fast resource sharing (Syakur et al., 2020).

I hereby want to conduct this research because before the outbreak of covid-19 students carried out the learning process normally and were not familiar with Google Classroom. Then during the covid-19 pandemic, the teaching and learning process in school was online as for the media used in online learning including Google Classroom, WhatsApp, etc. In this case, the most widely used application during online learning is Google Classroom. This makes me interested in researching the barriers that occurred during the learning process using Google Classroom. SMAN 4 Palu is one of the schools that uses Google Classroom as a learning medium. Through Google Classroom the students' tasks are assigned by the teacher and they submit their answer sheets to the Google Classroom application. Besides, the students are also given subject matter through Google Classroom.

Based on the explanation above the author is interested in conducting the Analysis of the Problem of Using Google Classroom in teaching English at grade 2 of SMAN 4 Palu. There are some researches about google classroom that have been conducted by other researchers which has been tested for correctness using the method used. Previous research can serve as a reference for current research.

Farid Maulana did a research entitled "Google Usage Problems Classroom as a Learning Facility due to the Covid-19 Pandemic Against Motivation to Study Science at SMP Negeri 4 Salatiga for the 2019/2020 Academic Year. Data analysis In this study includes the data reduction stage, the data presentation stage, and the conclusion drawing/verification stage. Checking the validity of the data using triangulation of data sources. The result shows that the problems are from the external factor include students getting less attention and



support from the family and environment and the lack of direct interaction between teachers to students. The principal's efforts, namely for students who have difficulty in terms of infrastructure, the homeroom teacher is tasked with collecting data later by the parties. Schools are assisted in the form of providing internet data.

Kami Kostia Leza Intan Permata did a research entitled "The Problem of Using Google Classroom Sehagni as a Learning Tool in Era Covid-19 in Islamic Religion Education Subject Class XI State Senior High School 6 Bengkulu City". The results of this study are that the problems of using Google Classroom from a technological perspective are still inadequate, such as unstable networks, many students do not have smartphones and laptops to do online learning, there are still many teachers who are not proficient in using technology and social media for distance learning. It is difficult to do directly and there are still many students who do not understand how to use technology for learning. In addition, teachers join all WhatsApp groups for learning classes and applications in Google Classroom.

LITERATURE REVIEW

Problem

Problem is something that has to be solved or an unpleasant or undesirable condition that needs to be corrected. In the second of the big Indonesian dictionary the word problem means problem, problem while the word problematics is something that still causes the problem. The problem has not been solved Furthermore, it is stated that the problem comes from Arabic whose plural form is al-masail or the word the problem in Arabic. At first, the simplest form of the problem is the plural between what is expected or desired with what is obtained or felt. From some of the options above it can be analyzed that the word problem is a problem which is the basic word of problematics itself. While problematic is something that can cause a problem, problems or problems in a certain situation thus the problem must be immediately a good solution it will hinder, the stability of certain conditions. In learning the problems that are often faced are obstacles to achieving the goals optimally the problematics consist of various aspects that become problem indicators. Learning problems are a situation when students cannot study as usual.

It hinders the students learning process. These problems affect students in learning English as a foreign language. Problems make students unable to achieve the goals of learning English. They feel their biggest problem is speaking and listening, while reading is not a problem and writing is the least problem. Students have less vocabulary. Google Classroom is the medium for students to learn English. Students have a challenge using it. The most common challenge by students is the lack of proper knowledge of Google Classroom They also have some technological barriers (Islam, 2019).

Using Google Classroom is quite difficult because many students are not used to online learning. In addition, the classroom is used without any simulation of how to use it. Not infrequently because of this, some students are sometimes left behind in learning activities because they do not know how to use the learning application. Google Classroom also has some limitations, some of them are limited integration options, too googlish, no automatic updates, and difficulty in editing issues (Pappas, 2015). Plus students must be



asked to use the classroom application to learn English. This will certainly hinder the student learning process and make it difficult for students to master the learning material. Another problem also comes from students' learning motivation, learning English using a classroom can be said to be less motivating for students to increase their interest in learning (Ayu, 2021).

Google Classroom

Google Classroom is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to the class then create and distribute assignments (Okmawati, 2020). Within Google Classroom, students and teachers can have conversations about the assignment, and teachers can track the student's progress (Vangie, 2020). In Google Classroom, teachers freely hand out a scientific assessment and provide an independent assessment for students .

The teacher can post teaching materials, assign tasks for students and upload the students' grades so that they can immediately see the scores obtained in the course. Google Classroom also minimizes the cost incurred due to the use of more affordable stationery and other materials and can minimize time-released energy (Inous & Pengnate, 2018). In short, the time and energy spent by Google Classroom users will be lesser than usual. Google Classroom provides students to be independent, engaged and motivated because most young learners tend to use technology in their daily life. With online learning, students have time to study anytime and anywhere. Interactions can be made through the Google Classroom application, video conference, telephone, and WhatsApp (Febrianti, 2021). The challenge of effectively transferring in-person courses to online courses remains a problem. explained that the feedback they receive from students rarely helps them adjust their teaching to face-to-face teaching. The teachers got frustrated in explaining them online for it was not easy to make sure that the students understood the explained materials.

Teaching English

Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities. Teaching English refers to teaching the English language to students with different first languages. Teaching English can occur either within the state school system or more privately, at a language school or with a tutor. Teaching English can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work or permanently). Teaching English teachers may be native or non-native speakers of English (Hilmiah, 2016).

METHOD

It might be expected that the philosophers would remind us of Aristotle's dictum that each 'science' has its appropriate methods which can be found only in its distinctive subject matter. Each of the essayists, particularly those who build on anthropological and ethnographic bases, describe methods that are similar in some respects and even acknowledge that their inquiries might benefit from other perspectives and approaches. The point is that qualitative researchers will employ methods and strategies that are consistent



they will not superimpose a general method on experience but will be sensitive to the effects of methods on inquiry.

The researcher used qualitative research method in this research. Descriptive qualitative research is an effort to comprehend not only the modes of cultural arrangements but how those arrangements are experienced by individuals, to provoke intelligibility and involve one personally and intersubjectively in conscious pursuits of meaning (Greene, 1971). This research was conducted at the second grade of SMAN 4 Palu. SMAN 4 Palu was chosen because the English teacher applied or used Google Classroom in the teaching and learning process. The subjects of the research consisted of the Principal of SMAN 4 Palu, two English teachers, and 10 students from the second grade. The researcher collected the data through interview. While in analyzing the data, the researcher used a qualitative data analysis of the Miles and Huberman model which consisted of (3) stages: data reduction, data presentation/data display, and conclusion drawing.

FINDINGS AND DISCUSSION

Based on the results of interviews conducted by the researchers in class XI, the main problem that faced by the both the teacher and the students during teaching and learning process using Google Classroom is a limited set of features provided by the application. In this case, there are two features, which are not available in the Google Classroom application: they had not found VC features and a place for assessing assignments in Google Classroom.

The unavailability of video call features makes it difficult for teachers to teach speaking and listening skills. According to English teachers, speaking and listening learning becomes less effective in the absence of these features. The problems experienced by English teachers when teaching speaking that require face-to-face meetings between teacher and students. Using Google Classroom is very limited in providing materials such as videos to children. While for listening, the teacher usually sends listening material in Google Classroom, but the teacher cannot control students one by one, especially in a large class.

In addition to the unavailability of video call features, the unavailability of space or room to correct and assess students' assignments is also another problem faced by the teacher. They have difficulties in assessing or correcting students' writing one by one because Google Classroom only provides limited screen space. Therefore, to compensate for the limited functionality of Google Classroom, the teacher usually changed the platform from Google Classroom to Google Meet or WhatsApp in speaking and listening classes. In addition, the teacher also turned to the comment section to review students' correct and incorrect answers. Switching the platform can make it easier for the teacher to communicate with the students.

CONCLUSION

Problems faced by HN and AF, the English teachers, in using Google Classroom in English lessons such as speaking, listening, writing, and reading is the limited set of features provided by Google Classroom. Therefore, HN stated that Google Classroom was only used as a place to submit assignments and materials during Covid-19. The lack of features in Google Classroom is not a barrier for teachers in learning process. The teachers come with a solution



by switching to other platform that can facilitate face-to-face communication through video call.

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