

THE EFFECTIVENESS OF GOOGLE CLASSROOM FOR TEACHING ENGLISH IN SENIOR HIGH SCHOOLS IN TEBO REGENCY

THESIS

Submitted as a partial fulfilment in order to achieve Magister Degree
In English Post-Graduate Department of UIN Jambi



by:

MAHMUD MUNAWAR

NIM: 805202003

**ENGLISH LANGUAGE EDUCATION STUDY
DEPARTMENT OF POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN THAHA SAIFUDDIN
JAMBI
2024**



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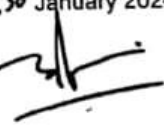
The undersigned below:

Name : Mahmud Munawar
 Student Number : 805202003
 Birth : Teluk Rendah, 22 February 1984
 Study Program : English Teaching and Education
 Thesis Title : **The Effectiveness of Google Classroom for
 Teaching English in Senior High Schools in
 Tebo Regency**

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PASCASARJANA

Jl. Arif Rahman Hakim Telanaipura Kota Jambi Kode Pos 36124
Telp/Fax: (0741) 60731 – 60543 e-mail: ppsiainsts@yahoo.com

APPROVAL OF THESIS EXAMINATION

The Thesis entitled **"The Effectiveness of Google Classroom for Teaching English in Senior High Schools in Tebo Regency"**, examined in the Postgraduted Program of The State Islamic University Sulthan Thaha Saifudin Jambi on:

Day/Date : Wednesday/ February 28, 2024

Place : Zoom Meeting

Name : Mahmud Munawar

NIM : 805202003

had been revised based on the result and recommendation of the the thesis examination, and accepted as a partial fulfilment in order to achieve Magister Degree in English Post-Graduate Department of UIN Jambi.

No	Name	Signature	Tanggal
1.	Dr. Wahyuni Fitria, M.Pd (Chairwoman)		25-03-2024
2.	Dr. Muhammad Taridi, M.Pd (Examiner 1)		25-03-2024
3.	Dr. Dewi Hasanah, M.Pd (Examiner 2)		25-03-2024
4.	Dr. Dharma Putra, M.Pkim (Supervisor 1)		25-03-2024
5.	Dr. Alfian, M.Ed. (Supervisor 2)		25-03-2024

Jambi, March 2024
Director of Postgraduted Program


Prof. Dr. Risnita, M.Pd
NIP. 19670708 199803 2 001

MOTTO

إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

The meaning: “Read! And your Lord is the Most Generous, Who taught by the pen, taught humanity what they knew not. (Q.S. Al-‘Alaq/95: 3-5).

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Dedication

I give thanks to You, O Allah, for all the abundance of Your grace and gifts so that I could complete this thesis. I dedicate this simple work to:

1. My mother (almarhumah) and father (almarhum)
2. My beloved wife Atiul Fuadiyah, S.HI, M.H and my lovely children Annisa Humaira Azzahra and Muhammad Aqmar Elfatih, for all the best supports given in all activities
3. My brothers and sisters, thank you for being an influential figure who always gives encouragement, motivation and inspiration in my life.
4. My College, the State Islamic University of Sulthan Thaha Saifuddin Jambi. My place to add insight and knowledge.
5. Religion and Nation.



ABSTRAK

Penelitian ini mendeskripsikan **The Effectiveness of Google Classroom for Teaching English in Senior High Schools in Tebo Regency** seperti: implementasi pembelajaran Bahasa Inggris yang mana Google Classroom digunakan sebagai media atau Learning Management System (LMS). Novelty pada penelitian ini adalah efektivitas penggunaan media Google Classroom sebagai media dan LMS dalam pembelajaran tatap muka. Penelitian ini difokuskan pada efektivitas Google Classroom sebagai aplikasi yang membantu proses pembelajaran Bahasa Inggris, seperti fitur apa saja yang sangat membantu pembelajaran, sejauh mana efektivitas Google Classroom, dan kelebihan dan kekurangannya. Penelitian ini adalah penelitian kualitatif, mengimplementasikan model QAIT dari Slavin (2017) untuk mengevaluasi efektivitas Google Classroom di pengajaran bahasa Inggris, yang melibatkan empat guru dan 15 siswa. Pengumpulan data dilakukan melalui observasi proses belajar mengajar di kelas, memeriksa fitur Google Classroom para guru dan wawancara dengan guru.. Data diolah menggunakan metode Miles dan Huberman dan dianalisa dengan menggunakan teknik narrative. Penelitian dilakukan pada guru-guru Bahasa Inggris di dua SMA di Kabupaten Tebo Provinsi Jambi, yang telah menggunakan Google Classroom semenjak Pembelajaran Jarak Jauh (PJJ) dimasa Pandemi COVID-19. Dengan pembelajaran tatap muka saat ini, Google Classroom media pembelajaran. Hasil penelitian menunjukkan bahwa : Secara umum penggunaan Google Classroom sebagai media pembelajaran Bahasa Inggris di SMA Kabupaten Tebo efektif, fitur mengirim materi dan mengirim tugas adalah fitur yang paling banyak digunakan oleh guru. Dengan fitur mengirim materi, mereka bisa menyiapkan materi dengan mudah kepada siswa sebelum pembelajaran. Dan dengan fitur mengirim tugas, mereka bisa melakukan penilaian dengan efisien. Penggunaan Google classroom juga sangat efektif karena bisa mengurangi penggunaan buku dan kertas, sebagai sarana komunikasi dan sebagai manajemen kelas. Namun, penggunaan Google Classroom tidak bisa mengganti pembelajaran tatap muka, tampilan Google Classroom yang sederhana juga kurang menarik minat siswa untuk sering membukanya, gangguan jaringan internet juga masalah yang masih dihadapi oleh guru dan siswa untuk mengakses Google Classroom.

Kata Kunci : Google Classroom, E- Learning, Teaching English

ABSTRACT

This research described The Effectiveness of Google Classroom for Teaching English in Senior High Schools in Tebo Regency such as: the implementation of English language learning where Google Classroom is used as a medium or Learning Management System (LMS). Novelty of this research is the effectiveness of Google Classroom as the medium and LMS in face to face meeting. This research focused on the effectiveness of Google Classroom as an application that helps the English learning process, such as what features really help learning, how effective Google Classroom is, and its advantages and disadvantages. This research was qualitative research, implementing the QAIT model from Slavin (2017) to evaluate the effectiveness of Google Classroom in English language teaching, involving four teachers and 15 students. Data collection was carried out through observing the teaching and learning process in class, checking the Google Classroom features of teachers and interviews with the teachers and the students. Data was processed using the Miles and Huberman method and analyzed using narrative techniques. The research was conducted on English teachers in two high schools in Tebo Regency, Jambi Province, who had been using Google Classroom since Distance Learning (PJJ) during the COVID-19 Pandemic. With current face-to-face learning, Google Classroom was still a learning medium. The research results showed that: In general, the use of Google Classroom as an English learning medium in Tebo Regency High School was effective, the features of sending materials and sending assignments were the features most used by teachers. With the sending material feature, they could easily prepare material for students before learning. And with the sending assignment feature, they could carry out assessments efficiently. Using Google Classroom was also very effective because it could reduce the use of books and paper, as a means of communication and for classroom management. However, the use of Google Classroom could replace face-to-face learning, the simple appearance of Google Classroom also did not attract students' interest in opening it frequently, internet network disruptions were also problems that teachers and students still faced when accessing Google Classroom.

Keywords: Google Classroom, E-Learning, Teaching English

خلاصة

وصفت هذه الدراسة فعالية Google Classroom لتعليم اللغة الإنجليزية في المدارس الثانوية مثل: تنفيذ تعلم اللغة الإنجليزية باستخدام طريقة التعلم المدمج حيث تم استخدام Google Classroom كوسيط أو نظام إدارة التعلم (LMS) التعلم المدمج هو مزيج من التعلم وجهًا لوجه والتعلم الإلكتروني. ركز هذا البحث على فعالية Google Classroom كتطبيق ساعد في عملية تعلم اللغة الإنجليزية ، مثل الميزات التي تساعد حقًا في التعلم ، ومدى فعالية Google Classroom ، ومزاياها وعيوبها.

استخدمت هذه الدراسة المنهج النوعي الوصفي مع دراسة الحالة ، وجمع البيانات في بيئة طبيعية على مصادر البيانات الأولية. تم اختيار المخبرين باستخدام أسلوب أخذ العينات هادفة. تم تنفيذ تقنيات جمع البيانات عن طريق المراقبة والمقابلات المتعمقة والتوثيق. تمت معالجة البيانات باستخدام طريقة Miles و Huberman وتحليلها باستخدام تقنيات السرد. تم إجراء البحث على مدرسي اللغة الإنجليزية في اثنتين من مدارس سينيو الثانوية في تيبو ريجنسي ، مقاطعة جامبي ، الذين كانوا يستخدمون Google Classroom منذ التعلم عن بعد أثناء جائحة

أوضحت نتائج الدراسة أن: أولاً ، كانت ميزات إرسال المواد وإرسال الواجبات أكثر الميزات استخدامًا من قبل المعلمين. باستخدام ميزة إرسال المواد ، يمكنهم بسهولة إعداد المواد للطلاب قبل التعلم. وباستخدام ميزة إرسال الواجب ، يمكنهم إجراء التقييم بكفاءة. بعد ذلك ، كان استخدام Google classroom فعالاً جدًا أيضًا لأنه يقلل من استخدام الكتب والورق ، كوسيلة للتواصل وإدارة للفصل. ومع ذلك ، فإن استخدام Google Classroom لا يمكن أن يحل محل التعلم وجهًا لوجه ، كما أن المظهر البسيط لـ Google Classroom لم يجذب الطلاب لفتحه بشكل متكرر ، كما كانت اضطرابات شبكة الإنترنت أيضًا من المشكلات التي لا يزال يواجهها المعلمون والطلاب للوصول إلى Google قاعة الدراسة

الكلمات الرئيسية: Google Classroom ، التعلم المدمج ، تدريس اللغة الإنجليزية

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Alhamdulillah, the writer, expresses gratitude to Allah SWT for all His grace, guidance and love to finish writing this thesis well.

Shalawat and *Salam* may always be poured out on our uswah hasanah; the prophet Muhammad SAW. Hopefully we can imitate and get intercession later in *yaumulakhir*. Amiin

This thesis was compiled based on the research results that the writer did in Senior High Schools in Tebo Regency with the title "The Effectiveness of Google Classroom for Teaching English in Senior High Schools in Tebo Regency". The preparation of this thesis is one of the requirements to obtain a Master of Education degree, which is addressed to the English Language Masters Program at the State Islamic University of Sulthan Thaha Saifuddin Jambi. Furthermore, with the completion of this thesis, the writer would like to express his gratitude and highest appreciation to:

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Finally, only to Allah, the writer apologizes for all the mistakes and mistakes in preparing this thesis. The writer hopes that this thesis can be helpful for anyone who reads and becomes a contribution and input for the development of English language education in general and in Senior High Schools in Tebo Regency in particular.

Tebo, January 2024

The Writer

Mahmud Munawar
NIM: 805202003

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CHAPTER I INTRODUCTION

A. Background

Today, information technology is one of the most important factors influencing the development of our society. Technology has an impact on this as a supporting medium throughout industries, including education. One of these is making use of different online platforms, such as Learning Management System (LMS). LMS is online tool that assists educational institutions in the creation, implementation, and evaluation of learning systems, which is now quite popular, especially since pandemic of COVID-19. It helps organization manage training events, self-paced courses, and blended learning programs. Technological developments that are happening so fast have changed almost all social life, especially to the use of technology in education with the introduction of online learning. In Indonesia, the use of online-based learning is quite well known, seen by the use of online-based learning platforms which are quite attractive to teachers such as the use of Edmodo, Schoology and Google Classroom.

Google Classroom is an application that allows the creation of online classrooms. In addition, Google Classroom is a free online service provided to all people who have Google accounts, especially those within the scope of education, such as schools and colleges (Imaduddin M, 2018). Teachers can use the Google Classroom application's features, such as post reuse, create questions, create assignments, and create announcements, to upload multiple files again, provide a discussion area, issue announcements, distribute assignments and learning materials, and collect assignments until the teacher can see who is present. Additionally, the types of files that may be posted are not restricted; any type of file, including Word, Powerpoint, PDF, Videos, and Links, can be submitted.

Some researches on the use of Google Classroom with different results such as the use of google classroom has a positive and significant effect on learning activities (Suparman, et.al. , 2022). Alim et. al found out that

Google Classroom is deemed as one of the platforms that are the easiest to use and is argued to offer many benefits, such as accessibility, flexibility, and adaptability in the teaching and learning process (Alim et al., 2019). Google Classroom is proved to be effective in learning English (Abdul Syakur, et.al., 2020). Another research done by Hameed Albashtawi and Khaleel Bader AlBataineh proved that Google Classroom is an innovative and effective online platform for improving EFL students' reading and writing performance (Hameed Albashtawi and Khaleel Bader Al Bataineh, 2020). While A Widiyatmoko described that this application is effective at managing class schedules, offering online and offline communication, sharing files, organizing and creating assignments, and giving feedback (A Widiyatmoko, 2021). The study by G. Singaravelu and P. Janardhana Kumar Reddy proved that Google Classroom increased opportunities for self-directed learning (G. Singaravelu and P. Janardhana Kumar Reddy, 2021). However, many studies have argued that Google Classroom also challenges teachers and students across levels. School children were found to have problems with the connection, insufficient readiness to use the online learning platform, and lack of preparedness to autonomous learning generally required in online learning (Abidin & Saputro, 2020).

Preliminary observation in a Senior High Schools in Tebo Regency indicated that the use of Google Classroom as the learning management system still had some problems and technical challenges such as limited internet access and unavailability of digital devices to access the online platform were experienced by the teachers and the students.

Considering the many challenges teachers and students face in the implementation of Google Classroom, the present study aimed to evaluate the implementation of Google Classroom in Senior High Schools, evaluation needs to be conducted to determine how effective the implementation of blended learning using Google Classroom is, especially

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for English learning in Senior High Schools in Tebo Regency, by using Slavin's (2017) QAIT model.

Slavin (2017) proposes a QAIT model in seeing the effectiveness of learning through four inter-related elements of instruction: the Quality, the Appropriate level, the Incentive, and Time management. Quality of Instruction concerns how educators convey information systems to enable the students to achieve the learning goals. An appropriate level of instruction deals with whether an instruction is suitable for the student's level of readiness, as reflected by the students' responses during the instruction and their accomplishment of the assignments. From the aspect of Incentive, the learning process is evaluated concerning how educators motivate students to be enthusiastically engaged during the learning process. The aspect of Time in Slavin's model evaluate whether or not the teaching-learning process is conducted in effective time management: whether or not the learning objectives are achieved within the allocated time, with the proper arrangement as how much time is used for apperception and pre-activity, whilst-activity, and post-activity as well as for assessment.

The present study implemented Slavin's QAIT model to follow the preliminary observation of using Google Classroom in English Class in Senior High School. It was essential to conduct this research because there have been many indications of challenges faced by teachers in using Google Classroom as the platform. Puspitasari et al. (2021) found that older teachers had a hard time adapting to Google Classroom at the beginning of the pandemic. Hassan et al. (2020), Octaberlina and Muslimin (2020), and Zulkefli et al. (2020) found that students found it challenging to use Google Classroom because the students that they observed did not have a reliable internet connection. They found that the unstable internet connection demotivated the students to study. Atmojo and Nugroho (2020) found that Google Classroom cannot motivate the students to participate in the discussion tabs. Meanwhile, students had

difficulty comprehending the learning material shared through Google Classroom because they were not explained in detail (Agung et al., 2020; Atmojo and Nugroho, 2020).

B. Research Questions

Based on the explanation given in the background above, the writer makes several research questions of this research, they are:

1. What are the best feature sets of Google Classroom for improving teaching English in Senior High Schools in Tebo?
2. How effective are the feature sets (Google Classroom) used by English Teacher?
3. What are the advantages and disadvantages of the feature sets for teaching English?

C. Purpose of the Study

The purposes of the study are:

1. To find out the the best feature sets of Google Classroom for improving teaching English in Senior High Schools in Tebo
2. To describe the effectiveness of Google Classroom for teaching English.
3. To describe the advantages and disadvantages of the feature sets for teaching English

D. Research Contribution

The results of this study are expected to supply contributions both theoretically and practically, specifically:

1. Theoretically
 - 1) Adding and enriching knowledge in education, especially about the use of Google Classroom
 - 2) Provide optimistic assumptions for teachers and other education personnel about the use of of Google Classroom learning process
2. Practically

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- 1) This research can be used as a reference source to improve the understanding of teachers and other education personnel about Google Classroom, especially in Senior High Schools.
- 2) This research is expected to contribute to other writers who need to investigate the use of LMS, especially Google Classroom.

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CHAPTER II

THEORETICAL FRAMEWORK

A. The Effectiveness of Teaching and Learning

Effectiveness is derived from the word effective, which in the large Indonesian dictionary means it has an effect, influence, or consequence. It can be understood as an activity that produces satisfactory results. Effectiveness is also the connection between the stated goals and results and the results achieved (Alwi Hasan, 2005).

Meanwhile, according to Mulyasa, effectiveness is how an organization manages to get and utilize resources in an effort to realize operational goals. So that the effectiveness of learning can be interpreted as the extent to which learning achieves its planned goals (Mulyasa, 2011).

A person learns when their behavior or appearance change as a result of a process of activities that occur naturally, such as reading, observing, listening, mimicking, and so on (Sardiman, 2001). According to a different viewpoint, learning is a procedure or activity that involves more than just memorizing facts; it also involves experiencing things firsthand so that they might leave an impact (Oemar Hamalik, 2001).

In a learning environment where teachers and students interact and share knowledge, comprehension of learning is often defined as the process of interaction between students and educators or teachers and learning materials. The idea of learning is the process of interaction of students with educators and learning resources in a learning environment, according to Law No. 20 of 2003 governing the National Education System. In essence, three things—teachers, students, and the learning resources employed in the learning process—cannot be separated from the learning process.

According to Miarso, one of the criteria for determining the caliber of education is the effectiveness of learning, which is frequently determined by the accomplishment of objectives or, alternatively, by the accuracy with



which a situation is handled, or, in other words, by doing the appropriate things (Yusufhadi Miarso, 2004). Successful learning is a combination of people, things, places, things, and procedures meant to alter student behavior in a good way and better way in accordance with the potential and differences that students have in order to reach predefined learning goals.

One aspect of a teacher's effectiveness as a teacher is their use of a range of instructional techniques. Expertise in a variety of techniques and the capacity to use them are qualities that define professional instructors. If the task actually helps pupils acquire the desired capabilities, it is deemed effective. The extent to which learning objectives are accomplished is one measure of learning efficacy. When learning objectives are successfully met, learning is considered to be effective. Additionally, engaged student participation demonstrates the effectiveness of learning. If students are able to comprehend the material and put it into practice, the teaching and learning process is considered to be effective.

A change in learning tactics and approaches is now taking place, which is changing the educational paradigm. This has an impact on how educators perform their roles as mediators, facilitators, and motivators in the learning process. The focus of learning has traditionally been on the instructor, but in recent years, students have taken over as the center of learning. One of the causes is that all students' learning processes must undergo a paradigm change due to the quick development of information technology.

Information and communication technology (ICT) proficiency is a must for students in order to keep up with the rapidly advancing field of science. The capacity to accomplish learning objectives that have been correctly and skillfully defined while using the appropriate tools may be inferred from some of the phrases used above.

Based on the above mentioned belief that successful and effective learning is supported by competent teaching, also supported by the use of

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the correct technology, it is anticipated that the learning process will be able to result in students who are autonomous individuals and effective learners.

B. Teaching English

1. Teaching English as A Foreign Language

If English is not used for daily or official communication in a country, then that country considers English to be a foreign language. According to Richards, when English isn't used as an official language in a country, it is viewed as a foreign language (J Richards, 1985). According to Kennedy, When English is learned as one of several foreign languages and has minimal communicative value for students when the course is over, English is a foreign language (G.D Kennedy, 1989). Similarly, Gebhard asserts that when English is studied by persons who reside in countries where English is not the native tongue of the population, English is viewed as a foreign language (Gebhard G, 1996). According to Brown, English as a foreign language with limited direct possibilities to utilize the language in the culture, learning English as a foreign language entails learning it in one's own culture (Brown D, 1994). According to the definitions of a foreign language, it may be said that English is viewed as a foreign language if it is not spoken as a first or second language by the citizens of the nations where it is thus regarded.

Teaching requires a variety of techniques, including asking and observation as well as giving someone what they need to know. Teaching a language involves not just educating students about the language itself but also about the social context and culture of the target language. Furthermore Richards describes the complexity of language education as a topic that includes sociocultural, linguistic, and psycholinguistic aspects in addition to curriculum and instructional aspects. In other terms, teaching is an effort to promote learning by guidance, instruction, and providing chances for students to learn

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exposure to the socioculture, psycholinguistics and the target language use (J. Richards, 1987). In a summary, teaching English as a foreign language refers to an effort to make it easier for people to acquire the language by providing them with instruction, direction, and opportunities to learn English as well as exposure to its actual use.

2. Teaching English in Senior High School

If the age issue is taken into consideration, teaching will be more suitable. The learners' ages should be taken into consideration while choosing what and how to educate them. Harmer states that the requirements, competencies, and cognitive abilities of persons of different ages vary. Teaching English to students in high school is equivalent to instructing English to young adults. It will be different from educating toddlers or adults to teach teens. Since kids can learn a language more quickly and effectively than adults and teens, children are said to be the finest language learners. On the other side, teenagers are perceived as uninspired and unwilling learners who learn poorly because of their disruptive behavior throughout the teaching and learning process (Harmer, 2001).

High School students whose ages range between 12-18 are at the age of transition, confusion, self-consciousness, growing, and changing body and mind (Brown, 2001). According to Harmer, Teenagers are always looking for their own identities, which they get from their peers and friends. They require peer acceptance and self-esteem more than instructors' attention in order to learn. They frequently lead to issues with discipline. The primary driver behind their behavior is boredom in the classroom (Harmer, 2001). On the other hand, Ur in Harmer claims that teenage students are the best language learners. Harmer adds that They "have significant potential for creativity, a great capacity for learning, and a strong devotion to topics that interest them" if they participate in teaching-learning activities. They can be engaged out of boredom and made to

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appreciate and focus on their learning process using a collection of resources that are relevant and fascinating to them (Harmer, 2001). Brown proposes some considerations to teach teenage students as the following:

1. The cognitive processing, logical reasoning, and linguistic metalanguage of teenage students are developing,
2. While their attention spans are getting longer, they may also get shorter very rapidly.
3. Their ability to abstract is becoming better,
4. They have the highest levels of ego, self-image, and self-esteem, which makes them extremely perceptive to how other people view their shifting physical selves, emotional states, and cerebral talents (Brown, 2001).

In addition, Brown advises teachers to keep students from becoming embarrassed, recognize each student's abilities and talents, tolerate blunders and other faults, downplay rivalry among classmates, promote small-group projects, and keep students from becoming bored with excessive examination (Brown, 2001). Teenagers generally do better and are more engaged when given the freedom to find the solution on their own rather than being forced to memorize a lot of material. Teachers must let pupils use their own learning preferences and strengths. Teachers can support them and pay attention by being warm and friendly to the students (Newby T, 2000). According to Harmer, It's important to encourage teenagers to respond to texts and circumstances with their own ideas and experiences. Teenage learners' qualities must be taken into account while designing a set of objectives and a collection of resources if you want them to enjoy your lesson (Harmer, 2001).

C. Integrating Technology in Learning

Technology has positive effects on teaching and learning the English language. Using technology in foreign language learning and teaching is

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useful for both teachers and students. There is a great tendency among teachers to use technological tools in language learning classrooms. Technology tools for communication, collaboration, social networking, in particular, these tools have transformed how parents and families manage their daily lives and seek out entertainment, how teachers use materials in the classroom with young children and communicate with parents and families, and how we deliver teacher education and professional development.

The management or administration of an educational institute plays a critical role in integrating technology into classrooms since they must finance or supervise the process and ultimately select how much technology will be used. Öznacar & Dericioğlu conducted a study in high schools on the role of administrators in the use of technology, and found that administrators had good attitudes on incorporating technology into the classroom. One of the numerous reasons for the project's failure was that the administration believed that 80% of their teachers were not technologically savvy enough to use it effectively; as a result, the initiative failed (Öznacar B and Dericioğlu S, 2017).

Another research by Machado & Chung, they found the same results when they looked at the role of the principal in integrating technology into the classroom. The findings highlighted principals' strong view that teachers' lack of technical knowledge and proficiency was impeding schools from implementing technology (L.J. Machado, Chung C, 2015). So, teacher acceptability as a key aspect in the successful implementation of technology in the classroom. Administrators' job is to assist teacher training and infrastructure; nonetheless, it is ultimately the teacher's responsibility to improve the use of technology with the students.

Today's language teachers need to learn how to take advantage of the technology and how to integrate it into their teaching skills. Technology is a facilitating tool of education which teachers and students get a great deal of benefit from. Computers, smart phones, tablets etc. provide

powerful opportunities to learn foreign language. As the use of smart phone, computer etc. is increasingly common among students; teachers need to equip themselves with today's technology. Teachers who introduce technology to their students may get a great deal of satisfaction when they accomplish better. Teachers may apply technology to their teaching skills. As a matter of fact, when teachers use technology in class they should know students' current language skills and needs. In a nutshell, the role of technology in teaching foreign language is very significant in foreign language teaching process.

Effective teachers provide a natural learning environment for learners. Most teachers before lessons consider what they are going to teach and what kind of activities they will apply in their lessons. Upon deciding on this, they get ready through making lesson plan and finding the right resources or elements they will use. First of all technological devices are more interesting for the students to make some useful activities. For example; making online activities with smart board is very enjoyable for the learners. Integrating technology into language teaching and learning will bring about undivided motivation that will lead to achievement.

Now education uses technology to increase the learning process and outcomes. Technology as a tool to support better education. It is important for educators to keep on improving their teaching method. One thing an educator can do to make it happen is by involving technology in his/her teaching. Technology is a medium to make learning effective.

D. Google Classroom

Google Classroom is an internet-based service provided by Google as an e-learning system (A Martínez-Monés, et.al, 2017). This service was created to assist teachers in creating and distributing assignments to students without the use of paper. Users of this service require a Google account. Additionally, only institutions that have Google Apps for Education are permitted to use Google Classroom. Google Classroom was used to facilitate the interaction of a professor or teacher with a

student or students in the virtual world (Liu, H. C. and Chuang H.H, 2020). Lecturers freely hand out a scientific assessment and provide an independent assignment to the students (Wijaya, 2016). Teachers can also provide students access to online discussion forums. Utilizing Google Classroom is possible on a variety of devices, including PCs and smartphones. Teachers and students can access the website at <https://classroom.google.com> or download the app using the terms "Google classroom" in the Play Store on an Android or iOS device. Utilization of the LMS can be done as required because it is free to use.

Google Classroom education is one of the features provided by Google Apps for Education (GAFE) which was released to the public on August 12, 2014. A software called Google Classroom enables the establishment of online classes. The allocation of tasks, submission of assignments, and evaluation may all be done using Google Classroom. By logging into the Google Account application for education, users may download Google Classroom for free. The free Google Classroom software can be downloaded and used on any device, and it is extremely helpful for online teaching and learning. The capability of this program to be utilized in collaboration with other organizations is one of its sophisticated features. Using Google Classroom as a learning management system (LMS) has a ton of benefits (Izenstark A and Leahy K.L, 2015).

- 1) Quick and convenient setting
- 2) Time saving
- 3) Increase in cooperation and communication
- 4) Centralized data storage
- 5) Quick sharing of resources

To the best of the researcher's knowledge, all of the Google classroom research has resulted in a positive response from the students. None of the studies have taken into account the teachers' experience in using Google Classroom in Tebo regency. Teachers are the essential figure in



the change of educational practices, thus their influence in the acceptance of any new learning approach should not be overlooked.

E. Review of Previous Studies

Previously, some researchers have conducted research about Google Classroom, among them are; Abdul Syakur in 2020, Hameed Albashtawi and Khaleel Bader Al Bataineh in 2020, Ilyasu Hussaini in 2020, Ni Komang Ari Suwastini in 2021, A Widiyatmoko in 2021, Dr.G.Singaravelu and Dr.P.Janardhana Kumar Reddy in 2021, Nurul Khoiriah in 2022, Robby Rahim in 2022, and Ida Farida and Aquinas Thomasson in 2022.

Google Classroom is proved to be effective in learning English, as Abdul Syakur and friends found in their research in 2020. They found out that the lecture procedure is made simpler while using Google Classroom to study English. Applications for Google Classroom are very good at encouraging fresh perspectives and inspiring kids to learn English. The Google Classroom tool helps students feel comfortable and makes learning fun. This application may be used to help students and lecturers in study programs for English language education carry out the learning process more intensely (Abdul Syakur, 2020).

Hameed Albashtawi and Khaleel Bader Al Bataineh found out that Google Classroom is an innovative and effective online platform for improving EFL students' reading and writing performance. Additionally, students had good opinions of Google Classroom's utility, usability, and accessibility. Performance in reading and writing improved as a result of several circumstances. An effective collection of Google Classroom features, for instance, and the students' positive sentiments of Google Classroom in terms of its utility, usability, and accessibility, were all secured by the manner of implementation, the period of implementation, which lasted for one semester (Hameed Albashtawi and Khaleel Bader Al Bataineh, 2020).

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In 2020, Ilyasu Hussaini et. al evaluated the students' opinions on Google Classroom's usefulness as a digital teaching and learning tool. The study, which looked at students' perceptions, was carried out using a survey research design. All UG II Undergraduate Students in the Faculty of Education at Kebbi State University of Science and Technology Aliero (KSUSTA) made up the study's population. The results of this study demonstrated how Google Classroom improves the process of teaching and learning. Additionally, it is dependable, efficient, and successful in enhancing students' access to and attention to learning; activities carried out in Google Classroom transform passive students into active ones. With the use of online exams in Google Classroom, students can easily monitor their progress. Parents can simply check and monitor their children's performances and development at any time that is convenient for them (Ilyasu Hussaini, 2020).

In 2021, Ni Komang Ari Suwastini et.al. examined the effectiveness of Google Classroom media in teaching English for tourism students at a private Tourism and Business Institute in Bali during mandatory online learning in 2020. The study was qualitative research, implementing the QAIT model for evaluating the effectiveness of Google Classroom in teaching English, involving four lecturers and 42 students. The data were collected through observations of the teaching-learning process in two classes and interviews with the lecturers. In general, the use of Google Classroom in these English for Tourism classes was only sufficiently effective (Ni Komang Ari Suwastini, et.al., 2021).

A Widiyatmoko wrote a review about Google Classroom in which he found that this application is effective at managing class schedules, offering online and offline communication, sharing files, organizing and creating assignments, and giving feedback. This article also discusses the benefits and drawbacks of utilizing Google Classroom to plan online education, notably for scientific study. Science teachers can benefit from using Google Classroom to organize their lectures, run experiments, and

create online examinations. The research for this article revealed that Google Classroom is a useful tool for online scientific study (A Widiyatmoko, 2021).

Another study was done by Dr.G.Singaravelu and Dr.P.Janardhana Kumar Reddy in 2021. They conducted a study to gain information on Google Classroom's efficacy in fostering communicative English proficiency at the master's level. Google Classroom increased opportunities for self-directed learning. The researcher made an effort to determine the efficiency of Google Classroom in helping students develop communication skills during the second wave of Covid-19. In the Master of Education level, Google Classroom is more successful at fostering English communication skills. It may be used for other subjects as well (G.Singaravelu and P Janardhana Kumar Reddy, 2021).

Nurul Khoiriah in 2022 found that Google Classroom is effective in improving Students access and attentiveness towards learning, knowledge and skills (Nurul Khoiriyah, 2022). The results of the study indicated that Google Classroom is effective in improving Students access and attentiveness towards learning, knowledge and skills gained through Google Classroom. Make Students to be active learners, as a Digital Tool, it provides meaningful feedback to both Students and Teachers.

Robby Rahim in 2022 analyzed the use of Google Classroom in online learning. This study used a quantitative survey method involving 84 students and 5 teachers. Research data collection through surveys containing several questions assisted through Google Forms. The results of this study indicated that Hybrid Learning by utilizing Google Classroom, especially online learning is able to effectively support the learning process. Thus, Google Classroom is the right application for teachers to use in online learning and distance learning (Robby Rahim, 2022).

Ida Farida and Aquinas Thomasson conducted a study that aimed to describe and explain the effectiveness of learning by applying the Google Classroom learning application to the learning outcomes of class XI



students of SMAN 1 CIKANDE. This type of research is through a Quantitative Survey approach or questionnaire. The results of descriptive analysis showed that the achievement of student learning outcomes could be seen Regarding the Google Classroom Learning Application Making it Easy for Students in Learning Category Agree obtained a percentage of 56%, while for Learning Outcomes More Effective Using the Google Classroom Application, Category Agree to obtain a percentage of 66%. Based on this description, the effectiveness of the use of the Google classroom learning application on the learning outcomes of class XI students at SMAN 1 Cikande is said to be successful (Ida Farida, Aquinas Thomasson, 2022).

In conclusion, the similarity among all the reserches above is that Google Classroom is effective in as a learning management system, most studies found out that most students are enthusiastic with Google Classroom, proving its value as a tool for learning. it is dependable, efficient, and successful in enhancing students' access to and attention to learning. Additionally, teachers or lecturers can benefit from using Google Classroom to organize their learning, run experiments, and create online examinations. However, Google Classroom also has many restriction, such as network and gadget problems. However, deeper analysis was needed about the effectiveness of Google Classroom on the side teacher's point of view. In this study, the reseacher would explore deeper information about the English Teacher's perception and experience about the use of Google Classroom in English Learning, especially in Tebo Regency, in which they just started using LMS (especially Google Classroom) since the Covid-19 Pandemic outbreak. The reason of choosing this topic was the implementation of Google Classroom to support face to face (offline) meeting. Therefore, this research would focus on the effectiveness of Google Classroom as the medium in learning English, to find out best feature sets for improving English learning in Senior High Schools in Tebo Regency.

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CHAPTER III RESEARCH METHODS

A. Research Context

Research context refers to the setting (place) and the time of the research. The setting is a place or situation where the subject lives that affects activities related to research (Moch Susan Diemert and Marie F. Gates, 2000). The selection of research locations was expected to focus on the scope of the discussion in the study so that the problems were not too broad. The current research were conducted in 2 (two) public senior high schools in Tebo Regency. Meanwhile, the time schedule of this research was described in the following table;

Table 3.1

Time Schedule

No	Activities	2023-2024											
		Jan	Feb	Mar	Apr	Mei	Jun	Jul	Aug	Sep	Okt	Jan	Feb
1	Proposal Writing	√											
2	Proposal Approval	√											
3	Consultation	√	√	√	√	√	√	√	√	√	√	√	√
4	Proposal Seminar		√										
5	Research			√	√	√	√						
6	Report Arrangement							√	√	√			
7	Pre-Thesis Examination										√		
8	Thesis Examination												√

B. Research Method

The research method taken was descriptive analysis method. According to Sugiyono, this method is a research method with how to collect data according to the truth, then these data are compiled, processed and analyzed to be able to provide description of the current problem (Sugiyono, 2017). This study initially examined the realities of

social situations, as well as individual and group attitudes, convictions, behaviors, and considerations with a case study. This research focuses intensively on one particular object, studied as a case. Case study data can be obtained from all parties concerned. In other words, this study was collected from various sources. Its execution is crucial and necessitates the kind or demonstration of the problem being looked at in order to establish its veracity. This study employed an introspective investigation of interview research (focused interview). A qualitative research approach generates descriptive data from individuals or perceptible activity in the form of written or spoken language, namely English Teachers at Senior High Schools in Tebo Regency.

C. Types of Data

1. Primary Data

Primary data are data sources that directly provide data to data collectors. This means that the source of research data are obtained directly from the source the original in the form of interviews, polls of individuals or groups (people) or the results of observations of an object, event or test result (object). In other words, researchers need collection data by answering research questions (survey method) or research object (Sugiyono, 2017). The primary data of this research were the result of observation, interview and documentation during the research.

2. Secondary Data

Secondary data are a source that do not directly provide data to data collector. This means that the source of research data is obtained through the media intermediary or indirectly in the form of a notebook, evidence that existing or archived either published or not publicly published (Sugiyono, 2017). In other words, researchers needed data collection by visiting the central research library, archive center or read a lot of related books about his research. So, secondary data of this

research were books and journals, both printed and online related to the topic of the research.

D. Data Source

The source of data is where the research data is obtained. The primary data sources in qualitative research methods are words and activities, while other data such as documents, files, and writings are additional data. The Sources of data obtained can be from primary and secondary data sources (Diemert and Gates, 1999). Primary data sources will be obtained from 4 (Four) English teachers and 15 (Fifteen) Students from 2 (two) Senior High Schools in Tebo Regency. The participants were chosen by using purposive sampling technique. The primary data needed was the process of Google Classroom implementation, the challenges and the teacher's perception of Google Classroom implementation in learning English.

E. Techniques of Data Collection

Getting the data was the main goal of this study. The writer wouldn't obtain the needed data in accordance with the criteria without understanding data gathering strategies. The data were collected through:

1. Observation

The observation method is a data collection technique that requires writers to observe human behaviour, working process, and natural circumstances and respondent reaction (Sugiyono, 2017). The process of gathering data through observation is used to create an accurate image of an event or occurrences, respond to research inquiries, better understand human behavior, and evaluate, specifically to give feedback on these measures. The outcomes of the observation might take the shape of actions, occurrences, things, circumstances, or an environment. In this study, writer used structured observations, namely observations made with observation guidelines based on the rubric of QAIT. The writer developed observations based on the

process of learning in which the teachers use Google Classroom as the medium of learning.

Table 3.2

The rubric of QAIT evaluation for evaluating the Teaching-learning process

Aspects of Evaluation	Very Good	Good	Sufficient	Insufficient
Quality of instruction	All students have satisfactory learning outcomes in accordance with the learning objectives.	Most students have good learning outcomes following the learning objectives.	Some students have good learning outcomes in accordance with the learning objectives.	Most students have learning outcomes that are incompatible with learning objectives.
Appropriate level of instruction	All students understood the instructions quickly; all students did their assignments according to the instructions given by the teacher.	Most students understood the instructions well; most students did their assignments correctly according to the instructions given by the teacher.	Some students understood the instructions, but most of them did not fully understand them; some did the assignments correctly according to the instruction given by the teacher.	Most of the students were confused about the instructions; students did not do the assignments or did them incorrectly without following the instructions given by the teacher.
Incentive	All students are active in commenting and sharing opinions on class discussions on the stream or classwork tab.	Most students are active in commenting and sharing opinions on class discussions on the stream or classwork tab.	Some students are active in commenting and sharing opinions on class discussions on the stream or classwork tab.	No students actively comment and share opinions on class discussions in the classwork stream or tab.
Time	- Lessons finish on time - All students submit the assignment on time - All learning objectives are achieved within the	- Lessons finish on time - Most students submit the assignment on time - Most learning objectives are achieved	- Lessons finish late - Some students are late in submitting assignments - Some learning objectives are	- Lessons finish late - Most students are late in submitting assignments - Most learning objectives are not achieved within the time

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	time allocated	within the time allocated	achieved within the time allocated	allocated.
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2. Interview

An interview is a conversation between two or more individuals that is directed. One party becomes a seeker of information, and on the other hand, as a provider of information about a matter to be disclosed (Manohar Pawar, 2004). There are three different types of interviews: organized, semi-structured, and unstructured. In essence, the writer's interviews sought at-depth information regarding the use of Google Classroom in Tebo regency Senior High Schools for teaching English. In this study, the author applied a semi-structured interviewing approach and conduct in-person interviews with the research subject. When interviewing the study topic, the writer used an interview guide. English teachers two senior high schools in Tebo Regency who have utilized Google Classrom as instructional media for at least one semester serve as the data sources for this interview approach. The participant's office was the location of this interview activity. Field notes supported information obtained by the informants that were not recorded on the observation sheet. Field notes were written notes about what is heard, seen, experienced, and thought in the context of collecting data and reflecting on data in qualitative research (Manuel Guzman, 2001).

Table 3.3

Interview Guide for the Teachers

Category	Definition	Questions
Quality of instruction	The quality of instruction refers to a series of activities carried out during teaching and learning activities.	1. How do you send the material to students in Google Classroom? Which feature do you often use? 2. What do you feel about Google Classroom as your teaching and learning media? What are the

		advantages and the disadvantages?
Appropriate level of instruction	The way teachers provide the appropriate level of teaching for teaching diverse students.	3. How do you inform the assignments to students? What are the effectiveness of Google Classroom? 4. How do you believe your instruction is appropriate for your students?
Incentive	The way of teachers motivates their students	5. How do you motivate your students? 6. How do you make sure students are interested in the lesson?
Time	The efficiency of the time used for teaching and learning	7. How do you manage the time using Google Classroom? 8. Do you think this platform is efficient and useful? Why?

Table 3.4

Interview Guide for the Students

Category	Definition	Questions
Quality of instruction	The quality of instruction refers to a series of activities carried out during teaching and learning activities.	1. Do you understand the material in Google Classroom? 2. What do you feel about Google Classroom as teaching and learning media?
Appropriate level of instruction	The way teachers provide the appropriate level of teaching for teaching diverse students.	3. How does the teacher inform the assignments to students? 4. Do you like the teaching-learning process conducted through Google Classroom by the teachers?
Incentive	The way of teachers motivates their students	5. Does Google Classroom motivate you to study better? 6. Is the lesson through Google Classroom interesting for you?
Time	The efficiency of the time	7. How do you manage the

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	used for teaching and learning	time using Google Classroom? 8. Do you think this platform is effective and useful? Why?
--	--------------------------------	---

3. Documentation

Documentation is used to complete the interviews data. Document study is a qualitative data collection method in which some facts and data are stored in the material in the documentation (Manuel Guzman, 2001). In this study, the data were collected through the study of documentation in the form of respondent profile, school description, photographs, and screenshots of Google Classrooms activities and the lesson plans from the respondents.

F. Truthworthiness

Validity checks must be done on the data that researchers collected during the study. Credibility, transferability, dependability, and conformability tests are all parts of the qualitative research data validity test. In this study, to test the validity of the data, a trust test is the primary tester of the data (Carl Auerbach and Louise B. Silverstein, 2003). The confidence test on the data from qualitative research results, among others, extending observations, increases theoretical sensitivity in research, triangulation, and discussions with colleagues (Carl Auerbach and Louise B. Silverstein, 2003). In this study, the confidence test was carried out by recording the results of observations and interviews.

For the above criteria to be fulfilled, the writer had done several things to increase the validity of the generated data, namely triangulation. The triangulation used by writers to increase the validity of the data, a triangulation method was done by the writer has a function to compare the results of observations with the results of interviews, compare what the respondents said. Triangulation of data sources means getting data from different sources with the same method. Triangulation Data collection

techniques meant that researchers used various data collection techniques to obtain the data from the same source.

G. Technique of Data Analysis

When collecting data for a qualitative study, data analysis was done simultaneously and after a set amount of time has passed. The writer examined the interviewees' responses before to the interview. In other words, after being diagnosed, the informants' answers (respondents) were deemed insufficient. If so, the author kept asking the questions below until more reliable information was found for a given stage.

The writer used the narrative analysis technique, namely writings in the form of events from time to time, a series of early, middle and final research. The writer also used a narrative analysis approach in reading and writing, aiming to organize and present research data in descriptive or story form to interpret the meaning of narrative data. The purpose of conducting a narrative analysis is to find out more detailed results and provide convenience for the writer in describing the results of his research. Narrative research is a study of individuals' lives through the stories of experiences, including a discussion of the meaning of those experiences for individuals. Narrative analysis is one way to obtain relevant research results (Puvenevseri, 2008). Data analysis was done by organizing the data, breaking it down into units, synthesizing it, arranging it into a pattern, choosing what was essential and what would be studied and making conclusions that can be told to others. The data analysis used in this study is the Miles and Huberman model.

Analysis of qualitative research data can be carried out through three activities that occur simultaneously: data reduction, data display, and conclusion drawing or verification (Puvenestari, 2008).

1. Data Reduction

Data reduction may be a shape of examination that hones, categorizes, coordinates, disposes of redundant and organizes information to get and verify conclusions. Reports are decreased,

summarized, chosen the most focuses, focused on critical ones, looked for subjects and designs, and organized more efficiently. Data reduction happens continuously amid the research, foreseeing a diminishment; indeed sometime recently, the information is collected. It is seen when choosing the conceptual system, inquiring about the region, investigating issues, and deciding data collection strategies. There has been a reduction stage during the data collection, and then make a summary, create clusters, and write memos. This process continues until the data collection in the field is collected (Puvnestari, 2008).

The steps in data reduction were as follows: The editing, categorizing, and summarizing of the data were part of the first stage. The writer discovered themes, groupings, and data patterns in the second stage by compiling codes and making notes on numerous topics, including those pertaining to activities and procedures. The writer then created a draft of thoughts and explanations relating the theme, pattern, or groupings of data in question during the last step of data reduction. The writer used difficult data in this data reduction component to find patterns and topics that might not be as important for study. It was necessary to save (reduce) the pertinent data and omit them from the analysis.

2. Data Presentation

Data presentation was intended to find meaningful patterns and provide the possibility of drawing conclusions and taking action. The presentation of data in this study was designed to find a meaning obtained from the data that has been received, then arranged systematically, from complex information to selective but straightforward.

3. Conclusion and verification

The analysis activity within the third organize was drawing conclusions or verification. Drawing conclusions must continuously be

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based on all the information from research activities. In other words, the conclusion must be based on data, not on the writer's imagination. Conclusions or verifications were carried out continuously throughout the research process. With increasing data through a continuous verification process, tentative conclusions will be obtained. Thus, the writer carried out conclusions continuously during the ongoing research. Finally, the witer also conducted member checks with all participants to ensure the data's accuracy and validity. This strategy can be done with bringing back the final report or specific description/theme to the fore informants so that data or analysis results are in reports/descriptions/themes is accurate (J.W. Creswell, 2012).

H. Research Ethics

Research ethics was needed to avoid the occurrence of unethical actions in conducting research, then the following principles were carried out. In this research, the research ethics was be done by:

1. Consent Form (Informed consent)

The consent form contains an explanation of the research conducted, the purpose of the research, the research procedures, the benefits that the respondent gets, and the risks that may occur. The statements in the consent form were clear and easy to understand so that the respondents know how this research was carried out. For respondents who were willing to fill out and sign the consent form voluntarily.

2. Anonymity

To maintain confidentiality the researcher did not include the name of the respondent, but only coded the sheet.

3. Confidentiality

Confidentiality, namely not informing data and research results based on individual data, but data was reported based on groups.

4. Volunteer

Researchers were voluntary and there was no element of coercion or pressure directly or indirectly from researchers to prospective respondents or samples to be studied.

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BAB IV

FINDINGS AND DISCUSSION

A. Research Findings

Based on the result of observation, the learning process became more interesting and enjoyable with Google Classroom as the instructional medium, the teacher did not need to prepare textbook for the students, they asked the students to prepare their smartphone or laptop and acces material that had been sent in Google Classroom. The steps in the learning process consist of three parts, they are preliminary activity, main activity and closing activity.

Table 4.1:
The Result of Observation

Evaluated Aspects	The Result of Observation			
	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Quality of Instruction	Good	Good	Very Good	Good
Appropriate Level of Instruction	Good	Sufficient	Good	Good
Incentive	Sufficient	Good	Good	Very Good
Time	Sufficient	Sufficient	Sufficient	Sufficient

Regarding the quality of instruction, three Teachers conducted their instructions well while the other Teachers' instructions were very good. Regarding the appropriateness of the instruction level, three Teachers performed well, but one teacher's performance was sufficient. The incentive of instructions conducted by two Teachers was good, but one Teacher managed to conduct very good instruction and one teaches was sufficient. Meanwhile, all four Teachers involved in this study reflected sufficient time management in terms of time management. In other words, the instruction conducted by Teacher 1 was good in terms of quality and

appropriate level of instruction, but the incentive and time management was sufficient. The instruction conducted by Teacher 2 was good in terms of quality and incentive, but the appropriate level of instruction and time were in sufficient condition. The instruction conducted by Teacher 3 was very good in terms of quality, good in appropriate level of instructions and incentive, but sufficient in time management. The instruction conducted by Teacher 4 was good in terms of quality of instruction, the appropriate level of instruction, very good in terms of incentive, but sufficient in time management. In general, the instructions conducted in the teachers under investigation were good.

1. Feature Sets For Improving Teaching English

One of the advantages of Google Classroom lies in its features. As the largest search engine with various services, this online application makes it easy for yus because of its varied features. You can save files easily because this application is integrated with Google Drive. Apart from that, teachers can share materials of the lesson without having to waste a lot of time going through the Google Form feature.

From the interview, the researcher could find out the result as represented in the table 4.4 (findings).

Table 4.2.

Features set for improving English Teaching

Codes	Category	Theme
Deliver learning materials	Sending materials	Features set for improving English Teaching
Share the material		
Effective to deliver online learning		
Sending learning video		
Sending tasks	Sending and grading assignments	
deliver assignments to the students		
assign students, conduct quiz		
to provide information whether it's assignments, attendance or others		
easy task creation		
can know the score directly		
We can discuss there	Discussion	

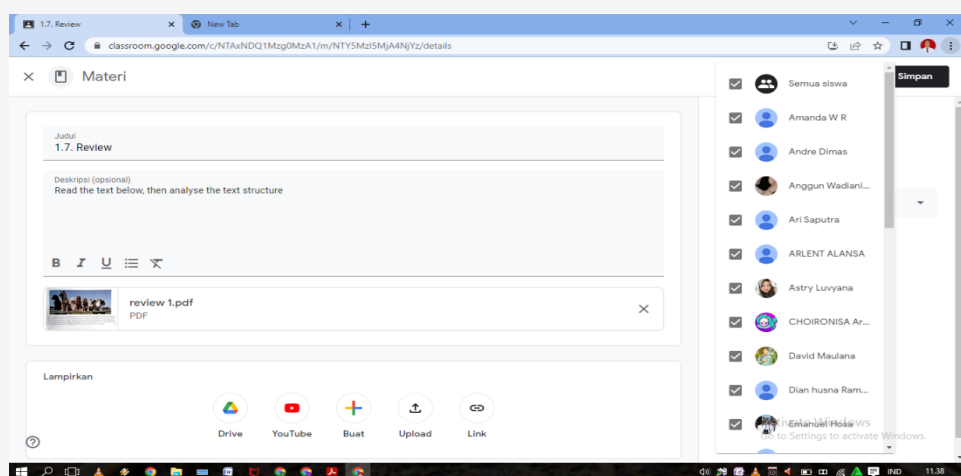
Talk about the topic	Forum	
Answer the questions from the students		
Share problems in forum		
Announce the task	Announcement	
Give information		
Give instruction		
Remind the students		

a) Sending materials

The Google Classroom application offers many conveniences for its users because every service owned by Google is directly integrated with this application. Apart from that, when we log in to Google Classroom, we will find various interesting features, one of them is Sending Material Feature.

Figure 4.1

The appearance of Sending Material Feature in Google Classroom.



When the participant was asked about which feature she often used in the learning, she explained:

"I often use the feature of **sending material**. I've used it to **deliver materials** to my students from home or school, we can access it anywhere. So, I can explain it easily to y students in the classrooom" (Interview with Teacher 3)

Another informant, SMS, explained the same thing when he was asked about the feature he often used in teaching English. As seen in his explanation below.

“the features are sending assignments, **sending videos** and sending homework, I also link Google Classroom with the Quizziz link to evaluate learning outcomes. Also a rating feature, I often use **sending material in the form of videos for learning.**” (Interview with Teacher 1)

He then added:

“so it was registered using our own account and we made a certain schedule and before staying online with students, **share the material first**, study first, then we just have to explain, ask and answer in class” (Interview with Teacher 1)

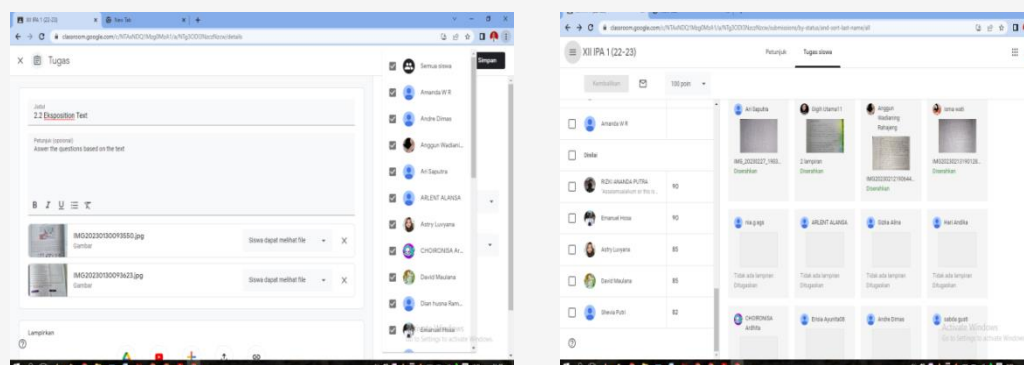
Based on the informations above, sending material is very helpful for the teachers to handle the class, the teachers did not need to prepare books in the classroom. They could directly explain the material or handle the class activity.

b) Sending assignments

Creating/sending an assignment allows the teachers to set a due date and points. They can also make a copy of documents for all students when you make an assignment. Creating materials are for student reference only. This feature was also very popular among the teachers.

Figure 4.2.

The appearance of Sending Assignment Feature



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This feature was very useful for teachers to assign students and conduct a quiz. As explained by the informant Teacher 3, in the following statement:

“Yes because teachers can create and post materials (pictures, videos link), invite students, **assign students**, **conduct quiz** and manage administrative needs by using the application in smartphone.” (Interview with Teacher 3)

When the informant Teacher 1 handled an assignment or quiz to the students. He could also link it with another application (such as Quizizz), as described in the following statement:

“I also link Google Classroom with the Quizizz link **to evaluate learning** outcomes. Also a rating feature” (Interview with Teacher 1)

In this feature, the teacher could check and controll the progress of tasks delivery from the students. They could direct grade the assignments.

“teachers can easily see which students who have been sent their works and the grading features help a lot.” (Interview with Teacher 2)

In short, Sending Assignment feature in Google Classroom is very effective and useful for the teachers. This feature can be linked to other application that can make assignment more interesting. The teachers are also able to control and grade the students' work. A Widiyatmoko also dircovered that Google Classroom is effective for sharing files, organizing and creating assignments, and giving feedback, to plan online education, notably for scientific study. Science teachers can benefit from using Google Classroom to organize their lectures, run experiments, and create online examinations. The research for this article revealed that Google Classroom is a useful tool for online scientific study. (A Widiyatmoko, 2021)

c). Discussion Forum

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Google Classroom is a useful tool for teachers to improve communication with students. This includes the ability to create discussion forums for students to interact with their peers and share ideas safely.

To start creating discussion forums, you must first join your class on Google Classroom. You can do this through the Google Classroom app or from the Google Classroom website.

When asked about the benefit of discussion forum of Google Classroom, informant Teacher 1 replied:

“Yes, sir. This programme is utilised to help learning since we can control and administer classrooms using a smartphone or laptop at the time it is used. **We can discuss there** along with students, talking about the material or topic of the lesson.” (Interview with Teacher 1)

Mean while, informants MF also explained about the benefit of the forum in Google Classroom;

“Yes, since teachers as well as learners find it to be fairly user-friendly. Wherever the students are, it enables teachers to give lessons and tasks to them. **We can talk about the topic** more easier and more enjoyable in the forum.” (Interview with Teacher 3)

The Discussion Forum feature is provided to participants to hold discussions or share experiences that have been carried out so that the knowledge gained can be shared among teacher and students. The teacher could also give solution to the problem in learning, especially learning English. According to Ida Farida, the existence of a Forum where interacting is commonly called (forum). help the teacher with students. When the teacher shares material, assignments, or questions so that there will be a notif of information in the forum in question. (Nurul Khoiriyah, 2022)

d). Announcement

The announcement feature is a feature that helps teachers announce important information to students. This information can

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usually be related to test schedules, assignment submission deadlines, or other information. This information can also be scheduled when it wants to be announced.

The informant also explaine the use of the annoucement feature. As seen in the following statement:

“Students may be invited, given assignments, and teachers can develop and share resources (photos, videos, and links) and **announce the task**. Using the software on a smartphone, administer tests and handle administrative requirements.” (Interview with Teacher 3)

Another informant, WD, also explained about the effectiveness of announcement feature to help her teaching English. She explained:

“Yes, since it improves the teaching and learning process through automatic scheduling and announcements,we can **give information** there, notice of student actions, assignment creation that is simple, and other crucial features.” (Interview with Teacher 4)

Based on the interview result, announcement feature will help teachers to be able to provide important information to students. Generally, the announcement will contain the deadline for submitting assignments, the time of the test or other important information. Teachers can also schedule announcements which they will later give to students. Every time there is an announcement that is very important here and wants to be conveyed in online classes, teachers can later take advantage of the Google Classroom feature. With just one tap and share, information in the form of a video can be accessed by all students.

In announcement feature, the teacher could also make online questios and the students could response in online way either. As described by Nurul Khoiriyah that a teacher makes a question online and the student answers the question online as well, The existence of teaching materials, a teacher distributes material to students.(Nurul Khoiriyah, 2022)

2. The effectiveness of Google Classroom

The participants were also asked about the effectiveness of Google Classroom, especially for teachig English, the response from the respondents were presented in the following table:

Table 4.3.

The effectiveness of Google Classroom

Codes	Category	Theme
It can minimize paper use	Minimizing paper	The effectiveness of Google Classroom
They don't need notebook		
Minimize the use of paper		
No writing book		
we can access it anywhere	Improving teacher-students interaction	
discuss in forum		
easier for teachers to provide information		
access it anywhere		
discuss in forum		
We can chat in Real Time		
Uploading of materials	Improving classroom organization.	
Videos upload		
Take quick quiz		
Upload marks		
Use as learning management system		

a) Minimizing paper

The interview questions were also adressed to find out the effctiveness of Google Classroom for teaching English. As a digital application, Google Classroom can replace notebook which automatically minimize the use of paper. As described in the following statement:

“Yes, so far I've tried many application which seem close to perfect on the YouTube link as a learning management system feature for storing data so by reducing your dependence on books and agendas, so it can **minimize the paper use**.In the past, we

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still had things like teacher agendas, there is data according to grade data which might work for all data stored in Google Classroom.” (Interview with Teacher 1)

Meanwhile, the informant Teacher 4 explained:

“The advantages are we **can share material easily** to the studets, they don’t need note book or text book”. (Interview with Teacher 4)

One solution that teachers can use in blended learning is to create virtual classes with Google Classroom. Google Classroom is a product from Google. Google Classroom is a free online service for schools, non-profits, and anyone with a Google Account. Google Classroom makes it easy for students and teachers to stay connected, both inside and outside of the classroom. Google Classroom is a blended learning platform developed by Google for schools that aims to simplify the creation, distribution and assignment of assignments in a paperless way.

b) Improving teacher-student interaction

Google Classroom's main goal is for streamlining processes file sharing between teachers and students (Googlegroups). Google Classroom was chosen because educators and students can upload learning material in the form of files, video links, discussion forums and upload assignments. Besides this, Google Classroom supports Asynchronous communication where communication or interaction using a computer device and done delay.

When the informant was asked about the benefit of Google Classroom as a tool for communication and interaction, she explained:

“Yes, I've used it to deliver materials or assignment in online learning to my students from home or school, we **can access it anywhere**. We can also **discuss in forum**, i can answer my students’ question there.” (Interview with Teacher 3)

Informant TS also explained about Google Classroom as a tool of communication as follows:



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“Yes, it is easy to access, without laptop we can access it by smartphone, it make me easier to **provide information** about the class to my students, we can **have communication** there.” (Interview with Teacher 2)

By utilizing the internet of things to create interactions and learning processes be very easy to access. Process of learning at this time does not have to hold face-to-face meetings between teachers and students, but the learning process can be done with deep communication network.

c) Classroom organization/learning management system

Google Classroom Learning Media Google Classroom is a blended learning platform developed by Google for schools that aims to simplify the creation, distribution and assignment of assignments in a paperless way. When asked about the effectiveness of Google Classroom as a learning manegement system, he explained:

“Sure, I **upload materials** in Google classroom and can **take quick quizz** here, to master Google classroom for easy learning, it doesn't feel complicated and directing students to join Google is not difficult. uncomplicated application. Also, what's not too big is the power capacity, so it's rather easy to use, meaning yes, it's very easy to use, we can also use it on smartphones and laptops. So, our learning record is collected in this application.” (Interview with Teacher 1)

Another informant, Teacher 4, stated:

“Yes, based on the menu, we can process easily. this application is very effective to **deliver online learning material**, I like because it was easy to operate. Now I use it as **a learning management system** for English subject.” (Interview with Teacher)

Google Classroom enables teaching and learning activities to be more productive and meaningful by simplifying tasks, increasing collaboration, and fostering communication. Teachers can create classes, assign assignments, send feedback, and see everything in one place.

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Nurul Khoiriah also found that Google Classroom is effective in improving Students access and attentiveness towards learning, knowledge and skills (Nurul Khoiriyah, 2022). The results of the study indicated that Google Classroom is effective in improving Students access and attentiveness towards learning, knowledge and skills gained through Google Classroom. Make Students to be active learners, as a Digital Tool, it provides meaningful feedback to both Students and Teachers

3. Advantages and Disadvantages of Google Classroom

Based on the result of the interview. Google Classrom has both Advantages and disadvantage, as seen in the following table:

Table 4.4.

Advantages and Disadvantages of Google Classroom

Codes	Category	Theme
this application is very effective	Advantages of Google Classroom	Advantages and Disadvantages of Google Classroom
Share the material		
deliver assignments to the students		
Cannot replace face to face meeting	Disadvantages/weakness of Google Classroom	
The display is too simple and less attractive		
The internet connection is often in trouble		

a) Advantages of Google Classroom

There are many advantages of Google Classroom a learning media. This application is very effective for learning. As seen in the following statement:

“For e-learning, sir, **it's very effective in facilitating lessons** because the features provided in Google Classroom are all there. We can send learning materials there, we can also send audio



and pictures. So, this application is very effective for learning.”
(Interview with Teacher 1)

With the expected google classroom its use becomes more and more effective along with development of technology and learning methods used. Teachers/educators mention that the application of Google classroom is a fairly complete application, because it has a lot of features available in it. Google classroom is also a searchable platform and used by anyone.

Informant WD also mentioned about the advantages of Google Classroom:

“The adevantages are we can **share material easily** to the students, they don’t need note book or text book. But teaching by using google classrom is not enough clear.” (Interview with Teacher 4)

By using Google Classroom, teachers can create virtual classes, invite students to join classes, provide information regarding the teaching and learning process, provide teaching materials that students can learn in the form of presentation files and learning videos, assign assignments to students, schedule assignment collections and so on.

Abdul Syakur and friends found in their research in 2020 also found Google Classroom are very good at encouraging fresh perspectives and inspiring kids to learn English. The Google Classroom tool helps students feel comfortable and makes learning fun. This application may be used to help students and lecturers in study programs for English language education carry out the learning process more intensely (Abdul Syakur et.al., 2020).

b) Disdvantages of Google Classroom

Google Clasroom is not perfect application. One of the disadvantages of Google Classrom is it cannot replace face to face

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meeting. As explained by informant Teacher 1 in the statement below:

“It's hard to say what it's lacking. Only the problem, maybe it's not a lack of application, but a lack of network and Google Classroom isn't real time, **it can't replace face-to-face**, it's just that it only helps online learning, or belnded learning, we can still use it as a management system.” (Interview with Teacher 1)

Meanwhile, informant Teacher 3 explained about the appearance of Google Classroom that is too simple and less attractive:

“Google Classroom makes it easier for teachers to provide information whether it's assignments, attendance or others. One of the wiknesses is the display is too **simple and less attractive**. Files get error when google drive is full.”(Interview with Teacher 3)

The appearance of Google Classroom seems very simple and does not attract the attention of students so that students often seem lazy to open this Google Classroom. If the files on Google Drive are full, teachers or students cannot send files.

B. Discussion

1. Quality of Instruction

Table 4. 3 shows that the four teachers at the senior high schools in Tebo Regency who participated in this study provided instruction that was rated as both good and very good. Teacher 3 conducted very good quality of instruction, while Teacher 1, Teacher 2 and Teacher 4 conducted good quality of instruction.

Teacher 1 used Google Classroom as the medium based on the subject of the lesson, provided videos explaining the lesson content, and assigned assignments as a means of evaluation. The meetings lasted for 45 minutes per hour, during the meeting Teacher 1 explain the subject of the lesson and checked on the

students' attendance and gave them homework to do on their own. Instructions for the assignments on the Classwork tab were given by this Teacher. The learning goals of the classes taught by the Teacher 1 was good, with many students submitted the assignments. Interviews with the students revealed that they understood the topic and could submit the assignments in Google Classroom or directly in meeting. While Teacher 2 followed the same lesson plan, she offered more online resources for learning, including videos, PDF files, and e-books. In in-person sessions, this teacher also gave more thorough explanations of the subject and the assignment, and an asynchronous discussion was started in the comment area. Some students were active in the comment areas. Despite the teacher's provision of enhanced learning resources, many generally met the learning objectives. The majority of students did not read the PDF files and e-books that the teacher had supplied, according to student interviews. The teaching methodology used by Teacher 2 and teacher 3 was the same, but she offered more online resources, including videos, PDF files, and e-books. Longer explanations of the subject and the assignment were also given by the teacher during face-to-face sessions, and an asynchronous debate was started in the comment area. But some of the students' queries were visible in the comment areas. The majority of pupils generally meet the learning goals. According to student interviews, some students read the e-books and PDF files that the teacher had supplied.

Teacher 3 created her lesson plan better. She supplied relevant educational videos from YouTube and other websites created in the Google Classroom menu, in addition to learning resources in the form of e-books and PDF files. In addition to tracking the students' attendance and providing learning materials at the in-person sessions, she also provided an explanation of the subject matter,



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rather than just handing them the materials and requesting that they read on their own. They gave precise directions on how to complete the assignments. She welcomed students to express questions in the comment sections and in person in the classroom, which was another noteworthy distinction between them and Teachers 1, 2, and 4. She answered questions from the students one by one. According to the interview with Teacher 3, she attempted to evaluate the students' understanding of the course material through face-to-face and asynchronous discussions. She acknowledged that it was difficult to get her to pose questions or answer inquiries from the teachers. Students were engaged in active learning, according to observations made in the classroom. Since the majority of Teacher 3's pupils met the learning objectives with success, it appeared that the lessons she gave were of higher quality.

2. Appropriate Level of Instruction

Table 4.3 displays that the instructions designed by the English Teachers in Senior High Schools in Tebo Regency observed in this study were generally good. Teacher 1, Teacher 3, and Teacher 4 designed and conducted their instructions well, while Teacher 2 designed and conducted sufficient instruction.

The instruction designed and conducted by Teacher 2 seemed to be confusing for most students. While some students completed their assignments via Google Classroom despite not understanding the instructions, the majority of them acknowledged that they were unclear about Teacher 2's instructions. As was previously mentioned, Teacher 2's class had a low assignment submission rate. According to student interviews, the majority of students did not complete the homework because they were unsure on how to proceed. Based on observations, Teacher 2's directions for the

tasks tended to be accompanied with unneeded comments that caused confusion for the students. In addition to the interview with Teacher 2, it became clear that the Teacher made an effort to emphasize in her instructions that students should watch the video many times until they understand the content. Teacher 2 acknowledged that the lengthy directions were given in order to aid the pupils in comprehending how to do the task. Teacher 2 did not offer asynchronous talks, as noted in the Google Classroom comment area, but rather provided discussion during face-to-face meetings.

Unlike Teacher 2, the other three Teachers provided online and face-to-face discussion that allowed the students to ask questions or comments. Interview with the students revealed that the productive comment section helped them understand the teaching material and the assignments' instructions. Thus, more students taught by Teacher 1, Teacher 3, and Teacher 4 submitted their assignments. However, there was a difference in productivity between the asynchronous online discussions held by these three teachers. The comment sections in the class taught by Teacher 1 were not as active as those taught by Teacher 3 and Teacher 4.

Nevertheless, the students were equally confident in doing the assignments. Interview with the students taught by Teacher 1 revealed that they did not ask many questions because they were reluctant. Besides, they also admitted that the instructions to do the assignments were straightforward to follow them well. Observations on the instructions for doing the assignments provided by the three Teachers revealed that they provided short and simple instructions that were easy to understand.



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3. Incentive

For students to learn, motivation is crucial. The incentive component of Slavin's QAIT model relates to how the teacher's planned and executed teaching may inspire students to engage in the learning activities and gain the most rewards from the process. Table 4.3 demonstrates that the four teachers' instruction was, on average, of borderline sufficient, good, or very good quality. While one teacher provided very good instruction, two of the four teachers provided good instruction, and Teacher 1's instruction was sufficient.

Teacher 1 prepared comment sections. However, the interaction between the Teacher and the students was minimum, after the Teacher was done doing the presence checking and introducing the topics of the meetings on the online, she would explain it in face-to-face meetings. Observation on the instructions conducted by Teacher 1 revealed that the interaction was limited to the Teacher getting to know if the students visited Google Classroom and checked the material and assignment. Teacher 1 preferred to use Google classroom only to send material and assignment. She explained and discussed the lesson in face-to-face meetings. Teacher 2 and Teacher 3 opened comment sections. Most of the students in the class taught by Teacher 2 and Teacher 3 used the opportunity. The comment sections of the classes conducted by Teacher 2 and Teacher 3 were productive. Furthermore, the students were active in face-to-face meeting.

The students taught by Teacher 4 showed more participation than in the learning process conducted by Teacher 2 and Teacher 3. Almost all students were active in comment section in Google Classroom and in face-to-face meetings. Teacher 4 took time to answer students' questions in Google Classroom. Furthermore, observations on the comment sections and in the classroom

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revealed that most students actively commented and shared opinions about the Teacher's questions. Interviews with Teacher 4 revealed that the Teacher tried to answer every question the students asked and gave feedback on the students' comments. Interviews with the students in this class revealed that they felt motivated to answer questions and comment because they got feedback and reinforcements. The interactions between the Teacher and the students seemed to boost the students' motivations to participate in the learning process, resulting in a very good level of incentive.

4. Time

Table 4.3 displays that all four Teachers conducted sufficient time management. The lessons finished late in Google Classroom but finished on time in face to face meetings. Some students are late in submitting assignments, but they submitted it in face to face meetings. Some learning objectives are achieved within the time allocated. In general, all four Teachers could not finish their teaching material within the allocated time. They admitted that they found it difficult to assess whether their students could follow the instructions and comprehend the material adequately because they could not see their expressions. That's why they explained the lesson again in face to face meetings. From the immediate assessment of the students' facial expressions and gestures to support a quick process assessment that can help the Teachers decide how to proceed with the instructions. Observations on the instruction conducted by Teacher 1 revealed that Teacher 1 provided few explanations synchronously with direct discussion as follow-ups. Teacher 2 provided longer explanations and direct discussion. Teachers 3 and 4 had a clearer idea about the students' comprehension only after prolonged, time-consuming discussions.

CHAPTER V

CONCLUSION

A. Conclusion

1. In general, the use of Google Classroom as an English learning medium in Tebo Regency High School was effective in which Sending Material, Sending Assignments, Discussion Forum and Announcement are the best and popular features among the English Teachers. Sending material is very helpful for the teachers to handle the class, the teachers did not need to prepare books in the classroom. They could directly explain the material or handle the class activity. Sending Assignment feature in Google Classroom is very effective and useful for the teachers. This feature can be linked to other application that can make assignment more interesting. The teachers are also able to control and grade the students' work.
2. As a Learning Mangement System, Google Classrom has some effectivenesses, such as; minimizing paper and notebooks and improving teacher-students interaction/communication. It is a solution that teachers can use in blended learning is to create virtual classes with Google Classroom. Google Classroom is a product from Google. Google Classroom is a free online service for schools, non-profits, and anyone with a Google Account. Google Classroom makes it easy for students and teachers to stay connected, both inside and outside of the classroom. Google Classroom is a blended learning platform developed by Google for schools that aims to simplify the creation, distribution and assignment of assignments in a paperless way, to create interactions and learning processes be very easy to access. Process of learning at this time does not have to hold face-to-face

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meetings between teachers and students, but the learning process can be done with deep communication network.

3. Google Classroom has many advantages, among them are, as a learning media or LMS, share material easily, easy to access, etc. Teachers can create virtual classes, invite students to join classes, provide information regarding the teaching and learning process, provide teaching materials that students can learn in the form of presentation files and learning videos, assign assignments to students, schedule assignment collections and so on. However, Google Classroom is not perfect application, it cannot replace face to face meeting. Some areas in Tebo Regency have problem with the internet connection.

B. Implication

The author expects that after investigating Google Classroom's use by English teachers in Tebo Regency, this research will give teachers more knowledge and perspective on how to use Google Classroom efficiently. The Google Classroom implementation approach is centered on giving students feedback on their general knowledge as well as learning resources.

The author also believes that instructors will find this research useful in developing teaching strategies by leveraging online learning environments that are more supportive of students' learning processes. Additionally, it may be utilized as guidance and counsel for educators, school administrators, and instructors in order to provide a variety of teaching materials in accordance with students' requirements and keep up with technological advancements, which are highly beneficial in the learning process.

C. Recommendation

The writer gave a recommendation to English teachers on how to further improve the learning process based on the study findings, conclusions, and implications of research on the application of Google

Classroom. Streamline the planning, execution, and assessment of learning with the help of Google Classroom application will be very effective. This application can help teachers record teaching teaching-learning process as a learning management system.

D. Suggestion

For English teachers, to increase teacher competence in operating media technology-based teachers should learn from tutors/peers and teachers should further develop their respective competencies, including skills in using google classroom order process learning achieve its goals optimally. The writers also urge for teachers to be innovative in their lesson plans. The goal is to prevent boredom from setting in during teaching and learning activities. To support the educational system, teachers must be aware of the many applications of learning that are taught to pupils. Let's say the instructor hasn't created any engaging instructional materials or media. In that situation, the English instructor might make use of the numerous online resources for learning and adapt to the demands, circumstances, and situations of the students

For students, the implementation of Google Classroom is will make English learning more fun. By using Google Classroom, teachers can create virtual classes, invite students to join classes, provide information regarding the teaching and learning process, provide teaching materials that students can learn in the form of presentation files and learning videos, assign assignments to students, schedule assignment collections and so on, so students can study anywhere and anytime.

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CURRICULUM VITAE



A. Personal Data

Name : Mahmud Munawar, S.S

Place & Date of birth : Teluk Rendah, 22 February 1984

Address : Kelurahan Muara Tebo, Tebo Tengah, Kab. Tebo

Father : Muhammad Saleh Hadi

Mother : Rabi'atul Adawiyah

Wife : Atiul Fuadiyah, S.HI, M.H

Children : 1. Annisa Humaira Azzahra
2. Muhammad Aqmar Elfatih

Profession : English Teacher

B. Education Background

NO	LEVEL	INSTITUTION	YEARS
1.	Elementary School	SDN No. 123 Teluk Rendah	1990-1996
2.	Junior High School	MTs Nurussa'adah Teluk Rendah	1996-1999
3.	Senior High School	MAL Kota Jambi	1999-2002
4.	1	IAIN STS Jambi	2002-2006
5.	2	UIN STS Jambi	2021-2024

The rubric of QAIT evaluation for evaluating the Teaching-learning process

Aspects of Evaluation	Very Good	Good	Sufficient	Insufficient
Quality of Instruction	All students have satisfactory learning outcomes in accordance with the learning objectives.	Most students have good learning outcomes following the learning objectives.	Some students have good learning outcomes in accordance with the learning objectives.	Most students have learning outcomes that are incompatible with learning objectives.
Appropriate level of instruction	All students understood the instructions quickly; all students did their assignments according to the instructions given by the teacher.	Most students understood the instructions well; most students did their assignments correctly according to the instructions given by the teacher.	Some students understood the instructions, but most of them did not fully understand them; some did the assignments correctly according to the instruction given by the teacher.	Most of the students were confused about the instructions; students did not do the assignments or did them incorrectly without following the instructions given by the teacher.
Incentive	All students are active in commenting and sharing opinions on class discussions on the stream or classwork tab.	Most students are active in commenting and sharing opinions on class discussions on the stream or classwork tab.	Some students are active in commenting and sharing opinions on class discussions on the stream or classwork tab.	No students actively comment and share opinions on class discussions in the classwork stream or tab.
Time	- Lessons finish on time - All students submit the assignment on time - All learning objectives are achieved within the time allocated	- Lessons finish on time - Most students submit the assignment on time - Most learning objectives are achieved within the time allocated	- Lessons finish late - Some students are late in submitting assignments - Some learning objectives are achieved within the time allocated	- Lessons finish late - Most students are late in submitting assignments - Most learning objectives are not achieved within the time allocated.

Interview Guide for the Teachers

Category	Definition	Questions
Quality of instruction	The quality of instruction refers to a series of activities carried out during teaching and learning activities.	1. How do you send the material to students in Google Classroom? Which feature do you often use? 2. What do you feel about Google Classroom as your teaching and learning media? What are the advantages and the disadvantages?
Appropriate level of instruction	The way teachers provide the appropriate level of teaching for teaching diverse students.	3. How do you inform the assignments to students? What are the effectiveness of Google Classroom? 4. How do you believe your instruction is appropriate for your students?
Incentive	The way of teachers motivates their students	5. How do you motivate your students? 6. How do you make sure students are interested in the lesson?
Time	The efficiency of the time used for teaching and learning	7. How do you manage the time using Google Classroom? 8. Do you think this platform is efficient and useful? Why?



Interview Guide for the Students

Category	Definition	Questions
Quality of instruction	The quality of instruction refers to a series of activities carried out during teaching and learning activities.	1. Do you understand the material in Google Classroom? 2. What do you feel about Google Classroom as teaching and learning media?
Appropriate level of instruction	The way teachers provide the appropriate level of teaching for teaching diverse students.	3. How does the teacher inform the assignments to students? 4. Do you like the teaching-learning process conducted through Google Classroom by the teachers?
Incentive	The way of teachers motivates their students	5. Does Google Classroom motivate you to study better? 6. Is the lesson through Google Classroom interesting for you?
Time	The efficiency of the time used for teaching and learning	7. How do you manage the time using Google Classroom? 8. Do you think this platform is effective and useful? Why?

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