

TEACHERS' AND STUDENTS' VIEWS ON THE USE OF
GOOGLE CLASSROOM IN ENGLISH AS A FOREIGN
LANGUAGE CLASSES

SKRIPSI



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FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

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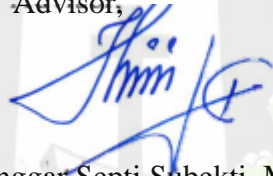
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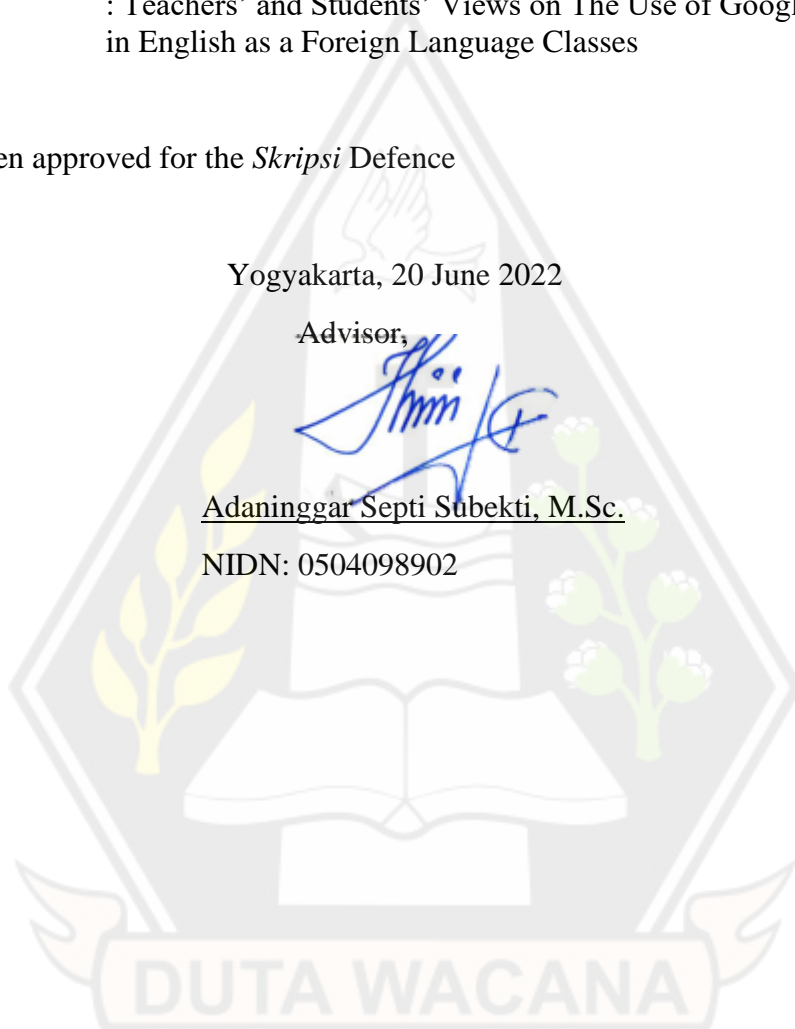
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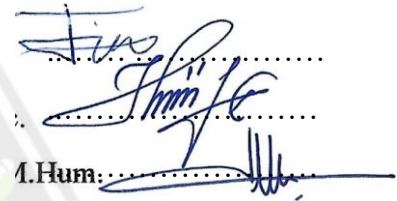
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work of other people, except those cited in the quotations and the references.

Yogyakarta, 17th June 2022

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TABLE OF CONTENTS

Contents

TEACHERS' AND STUDENTS' VIEWS ON THE USE OF GOOGLE CLASSROOM IN ENGLISH AS A FOREIGN LANGUAGE CLASSES	ii
APPROVAL PAGE	iii
TEACHERS' AND STUDENTS' VIEWS ON THE USE OF GOOGLE CLASSROOM IN ENGLISH AS A FOREIGN LANGUAGE CLASSES	iv
STATEMENT OF ORIGINALITY	v
Acknowledgement.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
Abstract	xii
Intisari	xiii
CHAPTER I	1
INTRODUCTION	1
A. Research background	1
B. Research Questions	2
C. Research Objectives	3
D. Research Benefits.....	3
1. Learners	3
2. Teachers.....	3
3. Researchers.....	3
CHAPTER II.....	4
LITERATURE REVIEW.....	4
A. The Use of Google Classroom in EFL Learning	4
B. The Use of Google Classroom during the COVID-19 Pandemic	5
C. The Teachers' and Students' Views on Google Classroom in EFL Classes	6
CHAPTER III	8
METHODS	8
A. Research Design.....	8
B. Research Participants	8

C. Research Instruments	9
D. Data Collection and Data Analysis	9
E. Ethical Consideration	10
Sequence of Data Collection and Analysis	11
CHAPTER IV	12
FINDINGS AND DISCUSSION	12
A. Research question 1: To what extent is the use of Google Classroom in High School English classes?.....	12
1. Theme 1: Google Classroom was used for uploading assignments and material	12
2. Theme 2: Google Classroom was used to make the class announcement	16
B. Research question 2: What are the teachers' and students' views on the use of Google Classroom in English instruction?.....	18
1. Theme 3: Google Classroom was easy to use with it features	18
2. Theme 4: Google Classroom was more organized in collecting assignments and study materials.....	20
3. Theme 5: Google Classroom had several limitations.....	21
CHAPTER V.....	24
CONCLUSION	24
A. Summary	24
B. Implications and contributions.....	24
C. Limitations	25
D. Future Studies	25
REFERENCES.....	26
APPENDICES	30
Appendix 1. Consent Form in Indonesian.....	30
Appendix 2 Consent Form in English	31
Appendix 3 Observation Checklist in Indonesian	32
Appendix 4 Observation Checklist in English	33
Appendix 5 Observation Report.....	34
Appendix 6 Interview Checklist in Indonesian	35
Appendix 7 Interview Checklist in English.....	37

Appendix 8 Sample of Coded/annotated interview transcript in English	39
SURAT KETERANGAN REVISI SKRIPSI	40
SKRIPSI CONSULTATION LOG	41



LIST OF TABLES

Table 1. Emerging themes on the extent of the use of Google Classroom in High School English Classes	12
Table 2. Emerging themes on the teachers' and students' views on the use of Google Classroom in English instruction	18
Observation Checklist in Indonesian	32
Observation Checklist in English.....	33
Table of Interview checklist in Indonesian	35
Table of Interview checklist in English	37



LIST OF FIGURES

Figure 1 Sequence of Data Collection. 11

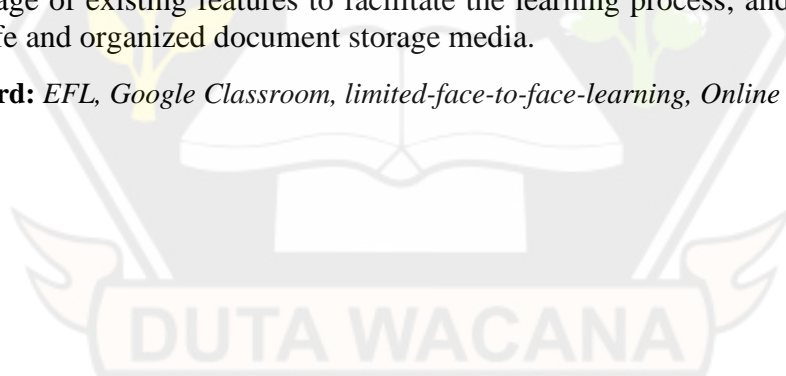


Abstract

Debbyanti. L.E. (2022). *Teachers' and Students' Views on The Use of Google Classroom in English as a Foreign Language Classes* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

This present study aims to investigate the use of Google Classroom at the High School level in Indonesian EFL classes. Google Classroom has been used since the beginning of online learning until the implementation of limited face-to-face learning. The present study aims to see teachers' and students' views of using Google Classroom during the pandemic in a High School context. The method used in this study was a qualitative research method by conducting observation and interview, and later the result was analysed using thematic analysis. The participants of this study were three teachers and six high school students. The findings show that Google classroom is used in EFL classes in this High School context as an online learning media for sending materials, assignments, and announcements. Interesting finding related to the limitations in the notification feature, so that the announcements given by the teacher did not appear in the student's account. Another limitation is when uploading large files. In addition, both teachers and students confirmed that Google Classroom provides convenience to its users with various easy-to-use and functional features in this EFL class. Google Classroom was also more organized in archiving documents uploaded by teachers and students. The results show that the implications of Google Classroom in EFL classes in the context of high school are to improve the ability of teachers, students to use technology wisely, especially in teaching and learning activities, to take advantage of existing features to facilitate the learning process, and implemented as a safe and organized document storage media.

Keyword: *EFL, Google Classroom, limited-face-to-face-learning, Online learning*



Intisari

Debbyanti. L.E. (2022). *Teachers' and Students' Views on The Use of Google Classroom in English as a Foreign Language Classes* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk menyelidiki penggunaan Google Classroom di tingkat Sekolah Menengah Atas di kelas EFL di Indonesia. Google Classroom telah digunakan sejak awal pembelajaran online hingga penerapan pembelajaran tatap muka terbatas. Penelitian ini bertujuan untuk melihat pandangan guru dan siswa tentang penggunaan Google Classroom selama pandemi dalam konteks SMA. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan melakukan observasi dan wawancara, kemudian hasilnya dianalisis dengan menggunakan analisis tematik. Partisipan penelitian ini adalah tiga orang guru dan enam siswa SMA. Sebagai hasil dari temuan tersebut, Google classroom digunakan di kelas EFL dalam konteks SMA ini sebagai media pembelajaran online untuk pengiriman materi, tugas, dan pengumuman. Temuan menarik ditemukan adanya keterbatasan pada fitur notifikasi sehingga pengumuman yang diberikan guru tidak muncul di akun siswa. Keterbatasan lainnya adalah dalam saat mengunggah berkas berukuran besar. Selain itu, Google Classroom memberikan kemudahan kepada penggunanya dengan berbagai fitur yang mudah digunakan dan fungsional di kelas EFL ini. Google Classroom juga lebih tertata dalam pengarsipan dokumen yang diunggah oleh guru dan siswa. Hasil penelitian menunjukkan bahwa implikasi dari Google Classroom di kelas EFL dalam konteks SMA adalah untuk meningkatkan kemampuan guru dan siswa dalam menggunakan teknologi secara bijak terutama dalam kegiatan belajar mengajar, memanfaatkan fitur-fitur yang ada untuk mempermudah proses pembelajaran, dan dapat diimplementasikan sebagai media penyimpanan dokumen yang aman serta terorganisir.

Kata kunci: *EFL, Google Classroom, pembelajaran tatap muka terbatas, pembelajaran daring*

CHAPTER I

INTRODUCTION

This chapter contains four subheadings that will be discussed such as research background, research questions, research objectives and research benefits.

A. Research background

Online school policies have begun to be implemented simultaneously since the outbreak of the COVID-19 case in Indonesia in early 2020 (Rahayu & Widayanti, 2021). In reaction to COVID-19, most nations have adopted serious social isolation initiatives and a lock-down policy (Octaberlina & Muslimin, 2020). The pandemic caused by COVID-19 has affected many aspects of society, including the educational system. Octaberlina and Musalimin (2020) also stated that due to the coronavirus (COVID-19), the government's policy in Indonesia changed the learning activities. They no longer rely on face-to-face learning but used a blended learning method which is a method that mixes learning activities in class that is done face-to-face with online-based learning experiences (Kintu et al., 2017). The decreased in the number of daily COVID-19 cases in Indonesia has prompted the Minister of Education, Nadiem Makarim, to issue a new regulation regarded locations that can hold limited face-to-face meetings on condition that complete vaccinations have been completed (Maspul & Amalia, 2021). However, with the implementation of the new policy, Google Classroom was still used as an LMS in learning activities.

Regarding blended learning implementation, Google Classroom is one of the platforms frequently used for activities involving blended learning (Maskar & Wulantina, 2019). Google Classroom is a commonly used, game-changing, and highly effective educational application that is one of the finest available for teaching and learning (Albashtawi & Al Bataineh, 2020). *Google Classroom* is an application and platform developed by Google to facilitate blended learning activities (Maskar & Wulantina, 2019). Google Classroom is efficient; it enables students to learn even when they are physically separated from the teacher (Astuti & Indriani, 2020). The fundamental objective of Google Classroom is to facilitate file sharing between teachers and students (Tinungki & Nurwahyu, 2020). Many studies investigated the use of Google Classroom in EFL classes (Albashtawi & Al Bataineh, 2020; Maskar & Wulantina, 2019; Octaberlina & Muslimin, 2020; Okmawati, 2020; Sukmawati & Nensia, 2019; Syahputra & Isnani, 2020). The studies found that the results of students' and teachers' views on the use of Google Classroom in EFL classes helped them in teaching and learning. Tinungki and Nurwahyu (2020) study's findings indicate, moreover, that Google Classroom contains a variety of features that make things easier for both students and teachers to engage in activities related to online learning and teaching. The use of Google Classroom makes it easy for teachers to rapidly design and manage assignments, provide students with feedback in an effective manner, and connect with their students in a simple online space. (Sukmawati & Nensia, 2019). Furthermore, the

finding of the study by Okmawati (2020) found that there were technical limitations in the use of Google Classroom during blended learning period, such as students were unable to access Google Classroom and even some students even sent their assignments using their friends' accounts. However, according to the finding of the study by Maskar and Wulantina (2019), the majority of students believed that the Blended Learning Method using Google Classroom made learning ineffective because it required an internet data plan.

Furthermore, this study will further investigate the EFL classes in the Indonesian High School context on the views of teachers' and students on the use of Google Classroom in EFL Classes during blended learning activities. This study was chosen after observing an EFL class at a senior high school level in Indonesia in a blended learning situation using Google Classroom. Due to the fact that many previous studies have been carried out at the university level and in the High School context in Mathematics class (Maskar & Wulantina, 2019; Rahmad et al., 2019b). Since various schools in Indonesia are in a period of blended learning for an undetermined amount of time and Google Classroom is one of the LMSs used, this study was chosen to examine students' and teachers' perspectives on the use of Google Classroom in EFL classes, as well as its benefits and limitations, so that the results of the study can be understood for a more comprehensive use of Google Classroom in the future.

This research used qualitative method to gather data from the research participants, which is different from several studies on Google Classroom that have been conducted before in quantitative method (Harjanto & Sumarni, 2019; Rossytawati, 2018; Syakur et al., 2020). In this study, data collection will use synchronous observations in the classroom and asynchronous observations through Google Classroom. After that, the main data collection was carried out by interviewing three English teachers and six high school students. Qualitative data collection was chosen for this study because it focuses on people's real-life experiences and is a great way to find out what people think about the events, processes, and structures of their lives and how they relate to the social world (Miles et al., 2014). In this study, the researcher uses observation to gather data from the EFL classes because this study needs to find to what extent Google Classroom was used by the teachers and students. According to Mirhosseini (2020), observations can help to find out what is essential to the participants. In this study, interviews are used to acquire and overview of the topic from respondents in order to comprehend the significance of the presented results (Opdenakker, 2006).

B. Research Questions

This research has two main concerns based on the rationale stated above. It study seeks to answer the two research questions:

1. To what extent is the use of Google Classroom in High School English classes?
2. What are the teachers' and students' views on the use of Google Classroom in English instruction?

C. Research Objectives

The objectives of this study are to explore teachers' and students' views on the use of Google Classroom in limited-face-to-face meetings during COVID-19 pandemic in EFL classes in Indonesian High School context. By conducting this study, the study intends to:

1. Find the extent of the use of Google Classroom in EFL classes in English instruction during COVID-19 pandemic in EFL classes in Indonesian High School.
2. Describe teachers' and students' views on the use of Google Classroom in English instruction in EFL Classes.

D. Research Benefits

By conducting this study, hopefully, it will be beneficial for learners, teachers, and other researchers.

1. Learners

By knowing the extent of the use of Google Classroom, the learners can optimize the use of Google Classroom. Especially during the span of time when students in Indonesia engaged in blended learning. Hopefully this study gives students a more comprehensive understanding of how to make effective use of Google Classroom in EFL classes.

2. Teachers

By knowing the students' viewpoint on the use of Google Classroom, it can help teachers to gain knowledge of how to use Google Classroom appropriately during the teaching and learning activities; teachers can give feedback and score effectively, the teacher can upload the material, and arrange a class meeting effectively synchronously or asynchronously.

3. Researchers

For the researchers, this study might be beneficial for other researchers to use this study as a reference to further investigate similar topics in the future. Researchers can further investigate the data in this study using the quantitative method with descriptive analysis.

CHAPTER V

CONCLUSION

Several important points will be highlighted in this chapter, such as summary, implications and contributions, limitations, and future studies.

A. Summary

There are two main aims in this study to investigate to what extent the use of Google Classroom in High School English Classes and to find the teachers' and students' views on the use of Google Classroom in English instructions. From those purposes, observing three classes and interviewing three English teachers and six students of the high school were conducted. From the data gathered from observation and interview, four themes had been elaborated.

Firstly, it could be concluded that Google Classroom could be used as main media during online learning in English class. Google Classroom has various features that could make work easier, user-friendly and also organized. Therefore, Google Classroom could also provide collaboration work. Google Classroom also helped teachers and students to be more prepared during the teaching and learning activity. By uploading the material to Google Classroom, teacher could make sure the students ready with the material beforehand. The study also found that students' and teachers believed that bringing some advantages in teaching and learning English. Firstly, it more organized in terms of assignment, score and class announcement. Furthermore, using Google Classroom also makes all the file easily archived. Second, it's easy to access in various devices as long as it connected to the internet.

Behind its advantages, there are also some limitations in the use of Google Classroom. For example, the difficulty of uploading large files, the right device to use Google Classroom smoothly, and the notification feature.

B. Implications and contributions

These findings have several implications for in-service teachers who are planning to use Google Classroom in teaching English. Firstly, for the in-service teachers, this study can provide them an insight on using Google Classroom to support them in giving material and assignments. For example, they can use Google Classroom to make scheduled assignments. The teacher can set the task a deadline; besides that, based on observations Google Classroom can save and record the assignments that has been submitted. This makes it easier for the teacher to see which students are late in submitting assignments and which students have not submitted at all. In addition to being more organized, using Google Classroom also provides convenience. Using Google Classroom can also help teachers to access the App anywhere and anytime. By using Google Classroom there is no need to bring

student notebooks to check assignments if you use Google Classroom, to prevent scattering assignments or checking assignments incorrectly. Additionally, for teachers' who are planning to use Google Classroom, findings from teachers' and students' views can help the to maximizing the use of the features in Google Classroom during teaching and learning activities.

The present study has several contributions for future researchers by enriching the literature of qualitative research related to the use of Google Classroom in English as Foreign Language classes field and also it can be used as additional references for future studies.

C. Limitations

This study still has some limitations that can be seen as considerations in the future. First, the observational data of this study may not be deeper into the use of Google Classroom because all three classes use Google Classroom as the main media in online learning. However, at the time of this research, schools were in transition between online schools and limited-face-to-face meetings. The data would be richer if the observation was done in a class that used Google Classroom as the main learning media. Secondly, this study was done in the condition that the school was in a transition period from online schools and offline schools to limited face-to-face meetings, so Google Classroom was not used optimally. If the study was conducted before the period of limited face-to-face meetings, the data would be richer since the use of Google Classroom and its features were maximized. Furthermore, because it was a qualitative study, the findings could not be applied to a general population. It may or may not be relevant in a variety of contexts and environments. The final point to mention is the lack of investigation into the minor findings, such as limited class that used Google Classroom features maximally that may be considered for further investigation in the future.

D. Future Studies

The findings and limits of this study also lead to some recommendations for future research that may be carried out. Future research may look into another application of Google Classroom during offline classes. Based on the finding that Google Classroom was used in an online class, future studies could explore more of teachers' and students' perceptions of using more features of Google Classroom in the new era, namely limited face-to-face-meetings to fully-face-to-face learning to gain more data from the participants in different settings.

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