EFL Teacher's Reasons, Problems and Solution of Using Google Classroom in Teaching Learning English During Covid-19 Pandemic in Bengkulu

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ABSTRACT

Google Classroom is an essential online platform promoting teaching and learning process during Covid-19 pandemic. The research aims to investigate the English as Foreign Language (EFL) teachers' reasons, problems and analyse their solutions to overcome the problems of using Google Classroom in English teaching and learning process. This research employed a qualitative method. Five EFL teachers were selected as the participant of study. They were selected based on the purposive sampling technique and taken from Senior High Schools in Bengkulu Province. The findings demonstrate that the problems of using Google Classroom are the teachers should prepare the material lesson well and they were expected to be more creative and innovative in making learning media. However, the lack of internet quota and connection made the students got difficulty to receive the learning material or submit assignments. They were also got difficulty to ask directly to the teacher if they did not understand the lesson. In turn, to overcome the problems in teaching and learning English process by using Google Classroom, the teachers participated in training related to the use of Google Classroom for teaching and learning English. In preparing learning media, the teachers provided the material in many forms such as video, voice notes, PDF, or text reading. Furthermore, the teachers invited the students to ask directly by chatting personally or calling by video conference. They also made a lesson video or gave a link of an explanational material video and invited the students to give them feedback on the lesson.

Keywords: Reason, Problem, Solution, Google Classroom, Teaching and Learning English, Covid-19 Pandemic
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ABSTRAK

Google Classroom adalah platform online penting yang mempromosikan proses belajar mengajar selama pandemi Covid-19. Penelitian ini bertujuan untuk mengetahui alasan, masalah, dan solusi guru Bahasa Inggris sebagai Bahasa Asing (EFL) dan menganalisis solusi mereka untuk mengatasi masalah penggunaan Google Classroom dalam proses belajar mengajar bahasa Inggris. Penelitian ini menggunakan metode kualitatif. Lima guru EFL dipilih sebagai peserta studi. Mereka dipilih berdasarkan teknik purposive sampling dan diambil dari Sekolah Menengah Atas di Provinsi Bengkulu. Hasil penelitian menunjukkan bahwa permasalahan dalam penggunaan Google Classroom adalah guru harus mempersiapkan materi pelajaran dengan baik dan diharapkan lebih kreatif dan inovatif dalam membuat media pembelajaran. Namun, kurangnya kuota internet dan koneksi membuat siswa kesulitan untuk menerima materi pembelajaran atau mengumpulkan tugas. Mereka juga kesulitan untuk bertanya langsung kepada guru jika mereka tidak memahami pelajaran. Pada gilirannya, untuk mengatasi kendala dalam proses belajar mengajar bahasa Inggris dengan menggunakan Google Classroom, para guru mengikuti pelatihan terkait penggunaan Google Classroom untuk belajar mengajar bahasa Inggris. Dalam menyiapkan media pembelajaran, guru memberikan materi dalam berbagai bentuk seperti video, voice note, PDF, atau teks bacaan. Selanjutnya guru mengajak siswa untuk bertanya langsung dengan chatting pribadi atau menelepon melalui video conference. Mereka juga membuat video pelajaran atau memberikan link video materi penjelasan dan mengundang siswa untuk memberikan umpan balik tentang pelajaran tersebut.

Kata Kunci: Alasan, Masalah, Solusi, Google Classroom, Belajar Mengajar Bahasa Inggris, Pandemi Covid-19

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INTRODUCTION

The world is being attacked by the Corona Virus Disease (COVID-19) pandemic that has been announced by World Health Organization (WHO) since March 2020 which has spread in many countries at the same time including Indonesia (Roxby, 2020; Sohrabi et al., 2020). With this respect, Nadiem Makarim as the Indonesian Minister of Education and Culture issues a Circular Note for schools and other educational institutions including higher education to replace the conventional teaching and learning activities in the schools into learning and teaching from home through e-learning or by using an online system during pandemic situation (Kementrian Pendidikan Dan Kebudayaan, 2020).

During the pandemic period, teaching and learning activities must take place from home. Both teachers and students are expected to start using several online applications that can facilitate the teaching and learning process from home. One of the ways that can be implemented to do the learning process online is to use Google Classroom (Yates, 2017; Sukmawati & Nensia, 2019). Another study revealed from Halim, A & Sunarti (2021) who found that the participants of study, one teacher and 34 students, did not attend a physical classroom during covid-19.

Google Classroom is an online platform which is able to facilitate among teacher and students to communicate, interact and collaborate easily in online classroom. Through this application, the teachers can simply create a group to share a lesson material or even assignments and announcements (Janzen, 2014; Beal, 2017). Moreover, Google Classroom can make learners become active participants. By using Google Classroom, an active, interactive and effective lesson that is student centred can be created by the teachers (Nagele, 2017). It can be said that a set of powerful features of Google Classroom is an ideal tool to use among teacher and students to collaborate actively and easily.

In addition, Google Classroom is useful for teachers to save time, keep class organized, and improve communication with students (Chehayeb, 2015; Google Classroom, 2015). It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive and Docs. Furthermore, Google Classroom can be accessed anywhere and everywhere from any devices as long as there is an internet access or connection (Iftakhar, 2006). It means that teachers and students are able to communicate easily. The teachers can create and handle an assignment actively and also provide feedback to the student and

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students are also easy to finish their assignment.

Related to the issues and discussed problems above, it can be concluded that the use of Google Classroom in the classroom is very essential to facilitate teaching and learning activities from home during Covid-19 pandemic in Indonesia. In addition, teachers play a vital role as facilitators in using Google Classroom in the learning process because it is the first experience for students to learn online during the outbreak so that it will be a challenge for teachers in the education field. Therefore, this research is feasible to conduct with a focus on investigating the EFL teachers' reasons, problems and how they overcome the problems of using Google Classroom in teaching English in Bengkulu.

METHODOLOGY

The research was conducted by employing qualitative method. The interview was used in collecting qualitative data which contains participants' experience (Merriam, 2009). In this research context, participants' experience was the teachers' problems while using Google Classroom application in teaching English during Covid-19 pandemic and how they overcome the problems while using Google Classroom during Covid-19 Pandemic in teaching and learning process.

Participants / Subject / Population and Sample

The researcher selected five teachers to be interviewed. The teachers were chosen purposively by considering their experience in English education. Moreover, they had experience in using Google Classroom both as a teacher or they had ever followed the training or as certified teacher and definitely understood more about the using of Google Classroom in teaching and learning process.

Instruments

The researcher used interview as the instrument. Interview was a set of questions used to find out what is there in the participants' mind, what they think, or what they feel about something (Fraenkel, Wallen, & Hyun, 2012, p. 450). In addition, the most suitable type of interview for this research was a semi-structured interview because it allowed an interviewer to follow up interesting developments and let the interviewee elaborated on certain issues (Dörnyei, 2007). It also allowed asking the interviewee the same questions but not necessarily in the same order or wording which was necessary in this research since some of the participants touch upon various aspects while answering particular questions. The assigned interview referred to a semi structured interview that aimed to investigate in detail the information about English

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teachers' reasons, problems and how they overcome the problems while using Google Classroom during Covid-19 Pandemic in teaching and learning process.

In the process of interview, the researcher used Voice Notes (the feature of Whatsapp application) to record the entire information provided by the English teachers to help the researcher for the ease of data transcription. The interview was undertaken several times until the needed data had been completely gathered.

Data Analysis Procedures

In this research, the data gained from interview was analyzed qualitatively and in detail by using the interactive model of data analysis as proposed by Miles et al., (2014, p.31). Resting upon this model, there were four foundational elements of analysis which work in tandem which complete each other in the process of analysis. Those elements were comprised of data collection, data condensation, data display, and verifying conclusion. The following figure and description highlighted the process of data analysis employed in this research in accordance with the aforementioned adopted model.

The processes of data collection confirmed to the details explained in the preceding paragraph. For data condensation, the data obtained was segmented, coded, and

summarized. Continuously, the data was displayed by presenting some tables for the ease of viewing. Finally, all data which had been processed was compared to the pre-existing related literature, interpreted, and made logically conclusive.
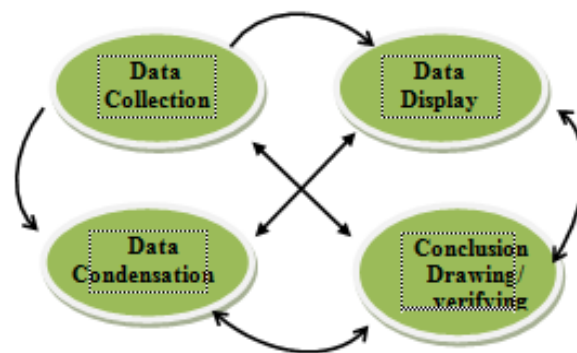

Figure 1Miles et al., (2014, p.33) Interactive Model of Data Analysis

RESULT AND DISCUSSION

The data about the EFL teachers' problems of using Google Classroom in teaching and learning English were garnered from a semi structured interview. The interview was carried out during December 2020 with engaging five English teachers who had previously been selected as the research participants through purposive sampling technique. Furthermore, the interview answered the EFL teachers' attitude about Google Classroom in teaching English, the EFL teachers' problems of using Google Classroom in teaching and learning English and the EFL teachers' solution to overcome the problems of using Google Classroom in teaching and learning English.

There were five main questions of the interview. Each question represented one aspect. The aspects were about 1) the reason of using Google Classroom in teaching and learning English during Covid-19 Pandemic 2) the most frequently used of Google Classroom feature, 3) the benefits or the advantages of using Google Classroom in teaching and learning English 4) the problems of using of Google Classroom in teaching and learning English 5) the solutions to overcome the problems of using of Google Classroom in teaching and learning English.

The reason of using Google Classroom in teaching and learning English during Covid-19 Pandemic

The reason of using Google Classroom in teaching and learning English process firstly was the teachers argued that Google Classroom was helpful and easy to use that could support teaching and learning English during a pandemic. The following transcript of interview with participant 3 was properly selected to represent others.

> *"Well, I think using Google Classroom is very helpful in teaching and learning because it is very useful and easy to use and also very familiar to our student, I think it's great."(P-3)*

Aligned with the above transcript, participant 2 remarked that Google Classroom had some benefits such as the teacher was easy to send the assignment and communicate to the student. The transcript of interview displayed below draws on his interest.

> *"It's okay, teaching using Google Classroom is very challenging and special for me, okay, because using Google Classroom, we can use the time efficiently and easy to send the assignment to the student and it's easy to communicate with the student through Google Classroom, that's why I use Google Classroom and like to use it because there some (what we call it) some benefits for us a teacher using Google Classroom and also the most sophisticatedera by using mobile phone, technology so using Google Classroom is very interesting for me."(P-2)*

As explained by participant 2 in the above transcript, the reasons of using Google Classroom in teaching and learning English during Covid-19 Pandemic were Google Classroom was easy and interesting to use. It also had some benefits in supporting teaching and learning, for instance the teacher was easy to send the assignment and communicate to the student. Subsequently, participants 4 showed their reason for this entity. The displayed interview transcript below portrays the way she shared her reason.

> *"Menurut saya pembelajaran Bahasa Inggris dengan menggunakan aplikasi Google Classroom awalnya saya cukup susah namun karena sering*

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menggunakan aplikasi Google Classroom ini sehingga sudah terbiasa dalam penggunaan aplikasi Google Classroom.Kemudian, materi – materi yang juga disampaikan pada aplikasi Google Classroom lebih bervariasi tentunya menjadi pembelajaran yang menyenangkan. Jika terdapat materi – materi yang susah untuk dipahami bisa diputar ataupun dibaca secara berulang – ulang sehingga lebih paham dan mengerti tetapi jika memang belum mengerti ataupun belum paham dengan materi yang diberikan bisa langsung memberikan pertanyaan dan juga bisa memberikan tanggapan pada kolom komentar. Selain daripada itu pembelajaran dengan menggunakan aplikasi Google Classroom ini bisa menyesuaikan dengan waktu pembelajaran kemudian juga dalam pengumpulan tugas – tugas yang telah diberikan lebih mudah dan dapat diketahui langsung hasilnya jika sudah dikoreksi oleh guru." (P-4)

(In my opinion, learning English using the Google Classroom application was initially quite difficult, but because I often use the Google Classroom application, I am already accustomed to using the Google Classroom application. Then, the material that is also presented in the Google Classroom application is more varied, of course, becomes a fun learning. If there is material that is difficult to understand, it can be played or read over and over again so that it is better understood, but if (the students) do not understand the material provided, they can immediately give questions and can also provide responses in the comments column. Apart from that, learning using the Google Classroom application can adjust to the learning time then also in collecting the assignments that have been given is easier and the results can be seen immediately if it has been corrected by the teacher.)

As mentioned by participant 4 in the above transcript, the reasons of using Google Classroom in teaching and learning English during Covid-19 Pandemic were even Google Classroom application was initially quite difficult, but because she often used the Google Classroom application, she had already accustomed to using the Google Classroom application. Continuously, the material presented in the Google Classroom application was more varied so that the learning could be fun. If there was difficult material to understand, it could be read over and over again so that it was better understood, but if the students did not understand the material provided, they could immediately gave questions and could also provide responses in the comments column of Google Classroom. Moreover, learning using the Google Classroom application could adjust to the learning time. In collecting the assignments that had been given was easier and the results could be seen immediately if it had been corrected by the teacher.

The most frequently used of Google Classroom feature

The obtained data associated with the most frequently used of Google Classroom

feature that the teacher used Google Classroom to give assignment, presentation and exercise.

> *"I often use the feature of Google Classroom like quiz, assignment, presentation, and almost all the features I use but especially I use for exercise, online exercise." (P-3)*

Participant 3 in the above transcript mentioned that he often used the feature of Google Classroom like quiz, assignment, presentation and almost all the features he used. In addition he stated that he used Google Classroom especially for online exercise. While, participant 4 gave additional statement which stated that besides giving assignments, the teacher can also fill in attendance and then provide learning material in multimedia form as portrayed in the following interview transcript.

> *"Fitur yang paling sering digunakan dalam pembelajaran Bahasa Inggris di kelas saya tentunya yang pertama pada tugas kelas biasanya diberikan absensi jadi kami mengisi absensi kemudian biasanya diberikan materi bisa dalam bentuk video, voice note, pdf, ataupun text reading kemudian juga biasanya ada penugasan bisa juga dalam bentuk membuat video speaking atau video reading atau juga bisa dalam bentuk file – file rekaman gambar lainnya namun yang paling sering digunakan dalam pembelajaran bahasa Inggris di*

> *kelas saya yaitu biasanya berbentuk multimedia bisa dalam video reading ataupun juga dalam bentuk rekaman speaking." (P-4)*

(The feature that is most often used in learning English in my class is, of course, the first one in class assignments is usually given attendance, so we fill in attendance, then usually (students) are given material in the form of video, voice notes, PDF, or text reading. Then usually there is an assignment also in the form of making video speaking or video reading or it also can be in the form of other recorded image files however the most frequently used in learning English in my class is usually in the form of multimedia in video reading or also in the form of speaking recordings ."

Reflected to the above transcript, in addition, the teachers usually shared the lesson material in many forms such as video, voice notes, PDF, even text reading. Furthermore, they frequently used video of reading and speaking recording in English learning activity by using Google Classroom.

The benefits or the advantages of using Google Classroom in teaching and learning English

The gained data appertaining to the advantages of using Google Classroom in teaching and learning English showed that

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Google Classroom could help the teachers in facilitating teaching and learning English process. Such viewpoint was shared in the following transcript of interview with participant 1.

> *"The benefit of using Google Classroom, it can help us in facilitating teaching and learning English process."(P-1)*

Moreover, the benefits or the advantages of using Google Classroom in teaching and learning English were the teacher could use the time efficiently and send the assignment easily. In addition, the teacher could communicate and discuss easily to the students if there had a problem. The fact as such was espoused by participant 2 as portrayed in the following interview transcript.

> *"Okay, we can use the time efficiently, okay and then we..., it is easy to send the assignment to the student and the student also can communicate with us through Google Classroom and also they can tell and discuss with us through Google Classroom if they have problem or something like that, okay they can send the information via forum." (P-2)*

Furthermore, the next transcript of interview with participant 4 below has another viewpoint of the benefits or advantages of using Google Classroom in teaching and learning English.

> *"Keuntungan atau manfaat pembelajaran Bahasa Inggris dengan menggunakan Google Classroom yang jelas pertama kali dirasakan adalah satu hal yang baru atau bisa memberikan wawasan pengembangan ilmu IT (Informasi dan Teknologi) yang tentunya selama ini mungkin jarang ataupun tidak pernah dilakukan namun sekarang ini menjadi sesuatu hal yang sering digunakan atau sudah terbiasa sehingga dapat menambah wawasan sendiri dan ilmu IT itu sendiri. Kemudian manfaat lain yaitu pembelajaran Bahasa Inggris dengan menggunakan aplikasi Google Classroom dirasa lebih mudah juga lebih mudah untuk dipahami karena sifatnya di sini adalah multimedia jadi bisa berbentuk video, voice note ataupun gambar – gambar sehingga imajinasi ataupun pemahaman terhadap suatu materi lebih mudah. Kemudian manfaat yang ketiga yang jelas bisa mengembangkan ide – ide ataupun pembelajaran yang baru yang inovatif yang tentunya menyenangkan sehingga pembelajaran yang dilakukan tidak terasa membosankan." (P-4)*

("The advantages or benefits of learning English using Google Classroom for the first time is something new that can provide insight into the development of IT (information and technology) science, which of course has been rarely or never been done, but now it has become something that is often used or already used so that it can add insight and knowledge of IT itself. Then another benefit is

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that learning English using the Google Classroom application is considered easier to understand because its nature here is multimedia so it can be in the form of videos, voice notes or pictures so that imagination or understanding of a material is easier. Then the third benefit is clearly that it can develop new innovative ideas or learning which is certainly fun so that the learning is not boring").

Related to the above transcript of interview with participant 4, Google Classroom was the new something that can provide the knowledge of information and technology science. Moreover, Google Classroom was easier to use because the teacher could use multimedia such as videos, voice notes and pictures. In addition, the teacher could develop new innovative ideas so that the learning activity became interesting.

The problems of using Google Classroom

The data appertaining to the problems of using of Google Classroom in teaching and learning English showed that the problems were only from teacher and student aspect but there was not matter from the features of Google Classroom its self. The following transcript of interview with participant 4 had been considerably chosen to be displayed to represent others who addressed the same notion.

"Masalah yang timbul selama menggunakan media Google Classroom kalau dari segi guru yang jelas kesulitan dalam merancang pembelajaran yang menarik dan menyenangkan yang tentunya materinya dapat dipahami oleh siswa sehingga harus benar – benar memutar otak untuk menyiapkan ide – ide yang cemerlang dalam setiap pembelajaran sehinga pembelajaran lebih menarik dan menyenangkan. Kemudian kalau masalah dari fitur, tidak ada masalah, kalaupun ada bagian – bagian tertentu yang sulit untuk dimengerti banyak media – media yang bisa dipahami, kemudian masalah yang biasa ditimbulkan adalah dari peserta didik atau siswa. Yang pertama tentunya guru harus mengatur waktu atau menyesuaikan waktu pembelajaran dengan kondisi, baik itu kondisi orang tua kemudian ketersedian kuota internet, kemudian dari segi siswa kesulitan dalam mengumpulkan penugasan – penugasan dan juga kadang memberikan pertanyan – pertanyaan yang berulang – ulang yang tentunya harus dijawab satu persatu mungkin ada bagian dalam pengumpulan tugas yang belum dimengerti kemudian juga kadang terjadi permasalahan dalam pengumpulan tugas seperti format yang diminta tidak sesuai sehingga tugas tidak bisa dikirim belum lagi dengan masalah sinyal atau kuota internet yang tidak stabil." (P-4)

(The problem that arises while using Google Classroom media from the teacher's view is clearly difficulty in designing interesting

and fun learning, which certainly the material has to be understood by students, so the teachers have to think hard to prepare brilliant ideas in every lesson in order that the learning is more interesting and fun. From the feature aspect, there is no problem, even if there are certain difficulties parts to understand, many media can be understood (to solve it). However, the problems that usually arise are from students. The first is of course the teacher must adjust the time or learning time to the conditions of parents and students. Then, the availability of internet quota makes students is difficult to collect assignments and also sometimes (students) give repeated questions which of course must be answered one by one. There may be parts in the collection of tasks that have not been understood. Then sometimes there are problems in the collection of tasks such as the requested format is not suitable so that the assignment cannot be sent, moreover the problem of signal or unstable internet quota).

Aligned with the above transcript, participant 4 remarked that the problem of using Google Classroom in teaching and learning was the teacher should think and prepare the material for the lesson well. From the student aspect, sometimes the lack of internet quota made the students got difficulty to submit assignment. Moreover, the students sometimes asked the repeated question many times so that the teacher had

to answer it one by one. Furthermore, there was not internet signal or unsuitable requested format of assignment made the assignment could not be sent.

Similarly participant 2 stated that the problem faced by the teachers was when the students got difficulty to understand the lesson, the teachers could not explained the lesson directly like face to face learning. The following interview transcript depicts her statement.

> *"Okay, the most problem that appears when the students have the problem about the material about our topic,okay, that is different that when we face in our classroom. In the classroom, we can (how do we say that?) show directly, okay, discuss directly, then we can mmmmm (how to say that) share with another student and another student can share their knowledge with us in the real class but via Google Classroom there is a little bit hard to handle the problem.Beside that,...when they have the problem they can't ask the teacher directly, and we know that studying English is different with another subject."*

As highlited above, the teachers got difficulty to explain the lesson directly when the students did not understand the lesson. Moreover, the students could not discuss the problem directly or share their knowledge to the other students. However, It could be a

challenge for the teachers to have a good preparation and how the teacher could convey the materials in many ways. The given interview transcript below depicts the way she shared her opinion.

> *"From teacher, we have to set the material, we have to send, we have to give them the explanation clearly and we have to set the teaching material, we have to prepare that before, before we have a class we have to prepare that with well preparation and clear instruction to student and we should have more various material in many ways so to make them understand clearly for our material so they are the problem for us as the teacher."* (P-2)

Furthermore, all participants agreed that there was no problem from the aspect of Google Classroom's features. The following transcript of interview with participant 5 had been considerably chosen to be displayed to represent others who addressed the same notion.

> *"Kalau masalah dari fiturnya sebenarnya kalau untuk mencari penggunan video banyak kita bisa cari dari sumber – sumbernya banyak sekali.Kemudian, hampir tidak ada masalahlah kalau memang gurunya kreatif.Dengan penggunaan Google Classroom ini menurut saya sebenarnya jadi tantangan bagi guru karena guru diharapkan bisa jadi lebih kreatif terutama dalam pembuatan media.Jadi guru bisa*

> *sebenarnya di sini memunculkan ide – ide inovatifnya buat – buat media pembelajaran yang bisa lebih gampang sampai ke anak lebih efektif anak menerimanya."(P-5)*

(Actually, for the feature problem, we can look at a lot of video usage, we can look for it from a lot of sources. Then, there is almost no problem if the teacher is creative. In my opinion, actually using Google Classroom is a challenge for the teachers because the teachers are expected to be more creative, especially in making media. So here, the teacher can actually create innovative ideas for making learning media that can be easier so that the students accept it more effectively.)

> *"Menurut saya penggunaan aplikasi dalam Google Classroom untuk pembelajaran kurang efektif karena interaksi, kita tidak bisa berinteraksi kepada siswa maksudnya kita tidak bisa berkomunikasi dengan siswa kita secara langsung.Kadang kita gangguan jaringan kita tidak bisa berkomunikasi dengan lancar tidak seefektif kita mengajar tatap muka".(P-5)*

(I think the use of the Google Classroom application for learning is less effective because of interaction, we cannot interact to the students, it means we cannot communicate to our students directly. Sometimes we have lack of network connection, we cannot communicate smoothly, not as effectively as we teach face to face")

On the basis of the above transcript, it could be discerned that the interaction among the teachers and the students using Google Classroom in online learning was not as effective as the face to face learning.

The solutions to overcome the problems of using Google Classroom

The data as regards the teachers' solution to overcome the problems of using Google Classroom in teaching and learning English showed that the teachers have positive attitude on using Google Classroom. The teachers showed the solution to face the problems or difficulties on using Google Classroom. In this case, the teachers had been provided with training so that they did not experience significant difficulties when using the features of Google Classroom. Furthermore, they could solve the problem independently by browsing, googling or downloading via internet related to how to use Google Classroom. This interview transcript of participant 4 was selected to represent others who remarked the same notion.

> *"Kalau dari sisi guru, penyelesaian atau solusi dalam menangani masalah yaitu ada pelatihan yang diberikan oleh Kemendikbud yaitu pembelajaran atau merancang pembelajaran selama pandemi Covid – 19 sehingga dengan pelatihan yang diberikan oleh kemendikbud ini dapat membuka*

wawasan dari pada guru-guru dalam bagaimana merancang pembelajaran yang menarik yang tentunya mudah dan bisa dipahami kemudian solusi lain untuk fitur – fitur bagi yang tidak mengerti atau kesulitan maka bisa dengan searching ataupun googling bagaimana dalam penggunaan fitur – fitur yang telah disediakan oleh Google Classrom. Kemudian bagaimana memberikan solusi atau pemahaman yang lebih kepada siswa,ya tentunya sebagai guru tidak bosan untuk memberikan jawaban – jawaban atas pertanyan – pertanyaan yang sudah diberikan kepada guru." (P-4)

(From the teacher's side, the solution in dealing with the problem is there a training provided by the Ministry of Education and Culture, namely learning or designing learning during the Covid - 19 pandemic so that the training provided by the Ministry of Education and Culture can open insights from teachers on how to design an interesting learning. Of course, it is easy and can be understood. Then another solution for features for those who do not understand or have difficulty, the teachers can search how to use the features provided by Google Classroom. Then how to provide solutions or more understanding to students, yes, of course, as a teacher, it is not bored to provide answers to the questions that have been given to the teacher.

As presented above, participant 4 acknowledged that teachers' solution to

overcome the problems of using Google Classroom in teaching and learning English from the teachers' side was the teachers followed the learning and designing learning training which was provided by the Ministry of Education and Culture during Covid-19 pandemic. This training could be expected to open teachers' insight on how to design an interesting learning.

In feature aspect, the teachers could search by themselves how to use the feature provided by Google Classroom. Continuously, the solution for students' problem was the teachers had never been bored to answer the questions from the students.

In turn, participant 5 shared her opinion in this entity. The interview transcript that follows portrays her solution.

> *"Kalau dari masalah siswa dari segi kuota itu bisa kita atasi dengan mereka mengirimkan langsung tugasnya dalam bentuk, mengirimkan tugasnya langsung ke gurunya dengan cara datang ke sekolah atau merek bisa kita buat lebih ekonomis lagi dengan mengirimkan lewat media WA karena itu tidak banyak menggunakan paket data. Kemudian kalau untuk dari segi pememahaman siswa itu terhadap materi paling kita harus menambah lagi tugas – tugas tapi yang bentuknya dari segi materi saja kita berikan bukan dalam bentuk tugas yang kita berikan karena kalau tugas*

> *kita sudah banyak berikan, kita berikan sumber – sumber belajar lain yang bisa mereka lihat atau mereka tonton seperti itu atau bisa juga kita minta siswanya untuk bertanya langsung ke gurunya dengan secara pribadi, guru yang bersangkutan." (P-5)*

(The students' problem in terms of quota could be solved by they send they assignments directly in (physical) form or they send their assignments directly to the teacher by coming to school. Even, we can make it more economical by sending (assignment) via Whatsapp media because it doesn't use much cellular data. Then, in terms of students' understanding of the material, at least we have to add more tasks, but only in terms of material, not in the form of tasks that we give because we have already given too many tasks. We can provide other learning resources that they can see or watch or we can also ask students to ask the teacher personally, the teacher concerned.)

As highlighted in the above transcript, participant 5 stated that the solution to solve the problem of students' aspect were the student could send their assignment to the teacher directly by coming to school or the students could send theirs via Whatsapp media. In terms of students' comprehension, the teacher could give learning material because they had given too many tasks to student. Moreover, the teacher could invite the students to ask the teacher personally if

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they had difficulties or something to ask about the lesson.

DISCUSSION

This section discusses the data having been gathered displayed and analyzed in prior. There were three major scopes of results that were addressed. They entailed the EFL teachers' reasons, problems and the solution to overcome the problems of using Google Classroom in teaching and learning English.

Firstly, the data about the EFL teachers' reasons of using Google Classroom are the teachers argued that Google Classroom was helpful and easy to use that could support teaching and learning English during a pandemic. It was similar to the pervious study form Sepyanda (2018) which found that Google Classroom was a simple useful tool for them to receive the material from the teacher especially to collect and submit students' assignment. In addition, the teachers usually shared the lesson material in many forms such as video, voice notes, PDF, even text reading. Furthermore, they frequently used video of reading and speaking recording in English learning activity by using Google Classroom.

Moreover, Google Classroom was easier to use because the teacher could use multimedia such as videos, voice notes and pictures. However, the use and access of multimedia made students were easy to understand the lesson and could improve their learning experience (Anshari et al., 2007). Moreover, Nagele (2017) stated that the using of multimedia in Google Classroom encouraged the teachers to create an active, interactive and effective lesson in order that the lesson could be focused on the students. Thus, the use of multimedia could be integrated in Google Classroom platform in order to promote better learning and enhance collaboration among teachers and students. In addition, the teacher could develop new innovative ideas so that the learning activity became interesting.

Secondly, the data about the EFL teachers' problems of using Google Classroom in teaching and learning English were garnered from the interview data. As revealed from interviewed data, the first problem of using Google Classroom in teaching and learning was about the preparation. The teachers had to be able to prepare and to convey the material in many ways. Moreover, the teachers were expected to be more creative especially in making learning media so that the learning could be received and accepted by the students easily and more effectively. This case was similar to the study from Harjanto and Sumarni (2019) that stated that use Google Classroom was not only because of its useful utility tool, but it also encouraged teachers to be

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more creative in using the features to create better teaching. Therefore, Ally (2004) said the teachers also could determine the students' needs by designing and selecting material appropriate for the students to achieve the learning goal. In other words, the main problem was not about the Google Classroom application itself but how the teacher could apply it effectively and efficiently.

The next problem was from the students' aspect, they sometimes got low internet access and did not have internet quota so that they had difficult to receive the material and submit the assignment. This fact found was similar to the previous research result by Islam (2019). He found that the students could not use Google Classroom without internet connection. In this situation, the students were unable to receive information update from the teacher. This unfortunately condition was caused by economy factor of students to buy internet package and also they lived in remote area so that they had lack of internet access. It can be concluded that the crucial problem of the student is internet connection.

Thirdly, considering the problems, the teachers also revealed the solutions to overcome the problems of using Google Classroom in teaching and learning English. The first, the teachers followed the learning and designing learning training which was

provided by the Ministry of Education and Culture during Covid-19 pandemic. It was useful for the teachers in order to prepare and design the material lesson for students by using Google Classroom. As Zaidi (2015) said that teacher training program could facilitate the teachers towards their teaching or professional development. This factor worked on the field of building the pedagogical foundation for teachers. This factor was effective and influential for building a positive attitude towards teaching. It can be said that training program is able to equip the teachers' knowledge about the online teaching and learning by using Google Classroom application.

Concerning with the preparation of teaching and providing learning media, the teachers revealed that they usually gave the lesson material in the form of video, voice notes, PDF, or text reading. Moreover, they gave assignment also in the form of making video speaking or video reading or recorded image files. It was similar to the previous study by Alim et al (2019) which found that the teacher must prepare the material and upload them in Google Classroom so that students can access the material without any space and time constraint. The material uploaded could be in the form of articles or text, images, audio, videos, and several other teaching materials. It can be concluded that the using multimedia in learning can

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promote the teaching and learning more attractive and better understanding.

The last, when the students got difficulty in teaching and learning using Google Classroom, the teacher stated that they could the students to ask the teacher personally if they had difficulties or something to ask about the lesson by using Whatssapp application. As Alim et al (2019) found in their study that the teachers could directly interact with the students when they experienced problems or asked something personal. Additionally, the teacher could use chat facilities or video conference. In this way, Google Classroom could be used for doing video conferencing, because it had been already integrated with Google Hangout. In other words, it can be concluded that this way can be implemented during the teaching and learning process conducted without face to face interaction or in the classroom.

CONCLUSION

The EFL teachers' reasons in using Google Classroom during Covid-19 pandemic are that Google Classroom support teaching and learning process easily because it is easy to send the assignment and information. The teacher can also develop new innovative idea since they can provide the material in many ways. Moreover,

Google classroom also help the teacher to run teaching and learning activity efficiently.

In addition, the EFL teachers' problems of using Google Classroom in teaching and learning English come from the aspect of teacher and student. From the aspect of teachers, they have to prepare the material for the lesson well. They are expected to be more creative and innovative especially in making learning media so that it can be easily and effectively accepted by the student. From the student aspect, sometimes the lack of internet quota and signal made the students got difficulty to submit assignment. Moreover, when they get difficulty, it is very hard to ask the question directly to the teacher.

The last, the EFL teachers' solutions to overcome the problems of using Google Classroom in teaching and learning English are the teachers participate in the learning and designing learning training which was provided by the Ministry of Education and Culture during Covid-19 pandemic. In preparing learning media, the teachers provide the material in many forms such as video, voice notes, PDF, or text reading. In solving the students' difficulties in learning, the teachers invite the students to ask directly by chatting personally or calling by video conference.

Based on the obtained results, discussion and conclusion of this research, a

couple of suggestions are warmly given to several parties. The researcher expects that this study will become one of the references to get the information about the teachers' reasons, problems and how the teachers overcome their problem of using Google Classroom in their teaching practices, especially the teachers of senior high school in Indonesia. This research also can motivate future researchers who are interested in researching the same field.

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