

**IMPLEMENTATION THE USING OF GOOGLE CLASSROOM IN
FACE-TO-FACE LEARNING AT SMA NEGERI 1 KOTA BESI**

THESIS

Presented To
State Islamic Institute Of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education (S.Pd)



BY
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2022 CE/1444 H

ADVISOR APPROVAL

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Google Classroom Media On English Subjects At SMA
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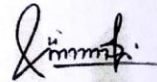
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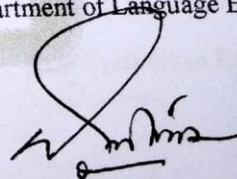
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Dear,
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Training and Education of State
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Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of

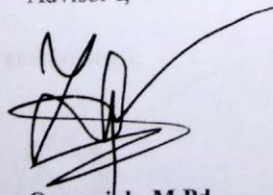
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Pendidikan in the study program of English Education of the Language Education of The
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Thank you for the attention.

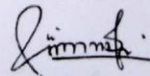
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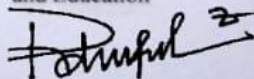
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MOTTO AND DEDICATION

(Allah)' will (be done)! There is no power but with Allah!

“...Sungguh atas kehendak Allah semua ini terwujud,

Tiada kekuatan kecuali dengan pertolongan Allah...”

[QS. Al Kahfi : 39]



This Thesis is dedicated to:

My beloved Father Rakhmad Rondam and my beloved Mother Rina, for their valuable endless prayer, sacrifice, and support. My beloved sisters and brothers, Riska Febyanti, Hasna Zahra Fadilah, Julhaidir and Bahrul. My dear nephew Elfatih Ghani Musyaffa JH.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If at later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 27th, 2022



Dyah Faradania Melinia
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ABSTRACT

Melinia, Dyah Faradania. 2022. *Implementation the using of Google Classroom in Face-to-face learning At SMA Negeri 1 Kota Besi*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Zaitun Qamariah, M.Pd, (II) Sri Normuliati, M.Pd.

Keywords: Implementation, Google Classroom, Face-to-face Learning

Learning time in class is very limited, so students cannot repeat the learning that has been explained by the teacher in class. Seeing from these problems, it is necessary to have additional learning media in accordance with the learning process. In this case, the English teacher at SMA Negeri 1 Kota Besi has made the decision to use the Google Classroom media in the face-to-face learning process. This is one of the strategies to be able to store and share material that has been delivered in class so that students can study it again.

This study aims to determine (1) implementation the use of Google Classroom in face-to-face learning English in the new normal era of Covid-19, (2) to find out the supporting factors and inhibiting factors in implementing the English learning process using Google Classroom media at SMA Negeri 1 Kota Besi.

The type of research used is descriptive qualitative. Collecting data using the method of observation, interviews and documentation. Test the validity of the data using source triangulation and time triangulation techniques. The data analysis techniques that the researcher uses is data reduction, data display and conclusion drawing/verification.

The results of this study indicate that the implementation the use of Google Classroom in face-to-face learning English at SMA Negeri 1 Kota Besi has been runs well. This is evidenced by the learning process, methods, facilities and media used and the attitude of students in being responsible for the use og Google Classroom media during the learning process.

ABSTRAK

Melinia, Dyah Faradania. 2022. *Implementasi Penggunaan Google Classroom Pada Pembelajaran Tatap Muka di SMA Negeri 1 Kota Besi*. Skripsi, Program Studi Tadris Bahasa Inggris, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Zaitun Qamariah, M.Pd, (II) Sri Normuliati, S.Pd.

Kata Kunci: Implementasi, Google Classroom, Pembelajaran Tatap Muka

Waktu pembelajaran di kelas sangat terbatas, sehingga siswa tidak dapat mengulang kembali pembelajaran yang telah dijelaskan oleh guru di kelas. Melihat dari permasalahan tersebut, maka perlu adanya tambahan media pembelajaran yang sesuai dengan proses pembelajaran. Dalam hal ini, guru Bahasa Inggris di SMA Negeri 1 Kota Besi telah mengambil keputusan untuk menggunakan media Google Classroom dalam proses pembelajaran tatap muka. Hal itu menjadi salah satu strategi agar dapat menyimpan dan membagikan materi yang telah disampaikan di kelas untuk dapat dipelajari kembali oleh siswa.

Penelitian ini bertujuan untuk mengetahui: (1) Implementasi penggunaan Google Classroom pada pembelajaran tatap muka pada mata pelajaran Bahasa Inggris di era new normal covid-19, (2) untuk mengetahui faktor pendukung serta faktor penghambat dalam mengimplementasikan penggunaan Google Classroom dalam proses pembelajaran Bahasa Inggris secara tatap muka di SMA Negeri 1 Kota Besi.

Jenis penelitian yang digunakan adalah kualitatif deskriptif. Pengumpulan data menggunakan metode observasi, wawancara dan dokumentasi. Uji keabsahan data menggunakan teknik triangulasi sumber dan triangulasi waktu. Teknik analisis data yang peneliti gunakan adalah data reduction (reduksi data), data display (penyajian data) dan conclusion drawing/verification.

Hasil penelitian ini menunjukkan bahwa implementasi penggunaan Google Classroom dalam Pembelajaran tatap muka pada mata pelajaran Bahasa Inggris di SMA Negeri 1 Kota Besi sudah berjalan dengan baik. Hal tersebut dibuktikan dengan proses pembelajaran, metode, sarana dan media yang digunakan serta sikap siswa-siswi dalam mempertanggung jawabkan penggunaan media Google Classroom pada saat pembelajaran berlangsung.

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The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dr. H. Khairil Anwar, M.Ag., as the Rector of the State Islamic Institute of Palangka Raya, who has facilitated the author in gaining knowledge and completing this thesis.
2. Dr. Hj. Rodhatul Jennah, M.Pd., as the Dean of Faculty Teacher Training and Education, for her invaluable assistance both in academic and administrative matters.
3. Akhmad Ali Mirza, M.Pd., as the Chair of Department of Language Education, for his invaluable assistance both in academic and administrative matters.
4. Hesty Widiatuty, M.Pd., as the Chair of Study Program of English Education, for her invaluable assistance both in academic and administrative matters.
5. Zaitun Qamariah, M.Pd., as the Advisor I for her invaluable assistance both in academic and administrative matters.
6. Sri Normuliati, M.Pd., as the Advisor II for her invaluable assistance both in academic and administrative matters.
7. SMA Negeri 1 Kota Besi.

Palangka Raya, October 27th, 2022

Dyah Faradania Melinia
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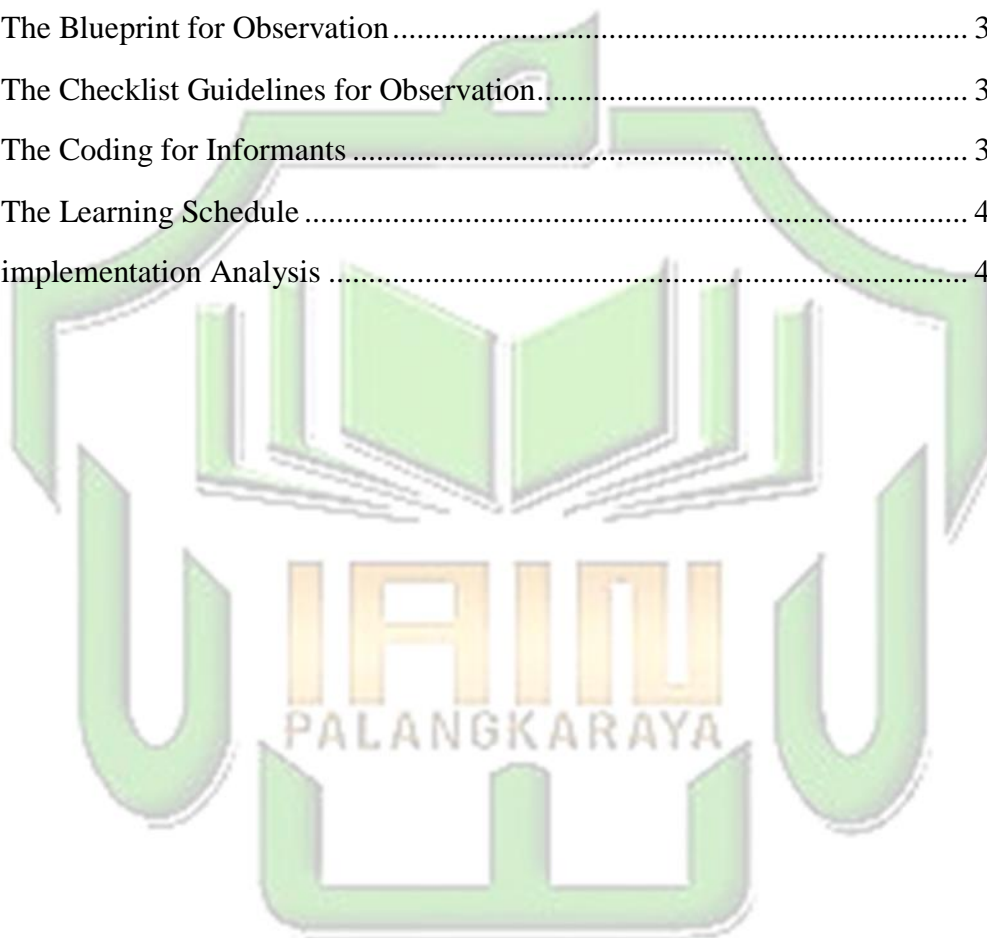
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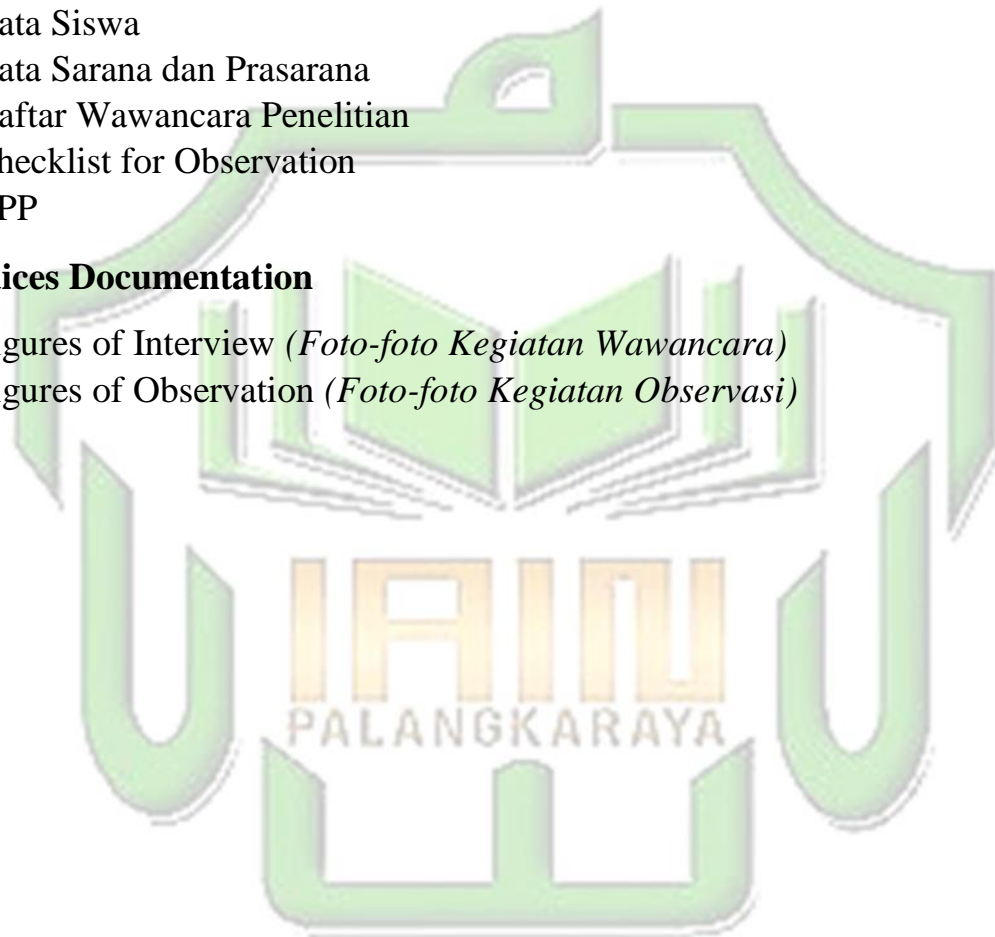
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LIST OF ABBREVIATIONS

PTM	: Pembelajaran Tatap Muka
Mendikbudristek	: Menteri Pendidikan, Kebudayaan, Riset dan Teknologi
EACT	: European Association of Corporate Treasurers
KBBI	: Kamus Besar Bahasa Indonesia
Etc.	: “et cetera” or “and other similar things”



CHAPTER I

INTRODUCTION

A. Background of the Study

Education is a conscious and planned effort to provide guidance or assistance in developing the physical and spiritual potential adults give to reach maturity and achieve goals so that students can carry out their life tasks independently. Abdurrahman Saleh Abdullah (2007: 15) explains education as a process built by society to bring new generations towards progress in specific ways according to the abilities that are useful for achieving the highest level of improvement. In the 21st century, there has been a very rapid development in of science and technology. It is evidenced by the information and communication technology that spreads rapidly and extends to every part of life, especially in education. Rafiqah Ulfah Rangkuti (2019 : 888) said that the development of information technology in this revolutionary era resulted in all human activities cannot being separated from the use of the internet, including teaching and learning activities.

Education is basically a humanization process for human beings, through the delivery of various knowledge in the form of gradual teaching, where the educational teaching process it is the responsibility of parents and the community in their environment. Education is all efforts, influence, protection, and assistance that given to a child, or rather help the child in ability to fulfill their own life responsibilities. In meaning that students are able to be independent in fulfilling their life tasks, have high skills, experience and skills as well as able to solve the problems he faces and develop its potential. Therefore, education plays an important role in life.

In essence, education is an effort to inherit the values that will help and guide life as well as improve destiny and human civilization. Thus, it is natural to say that

the progress and decline of a nation or state is determined by how the education provided or perceived by the community the nation. To produce quality people along with the times in this era of globalization, we need to train the younger generation competent person with broad understanding, good skills, of course those who like to learn and read and can pour everything knowledge in everyday life.

The use of the internet in learning activities is known as blended learning. Blended learning is a learning method that combines face-to-face meetings with online materials. One of the applies the blended learning method is Google Classroom. Noordin Asnawi (2018: 17) calls the *Google Classroom* application a mixed learning platform intended for every scope of education as a way out of difficulties in creating, sharing, and grouping each paperless assignment. This app is one of the best platforms to improve teacher workflow. The app includes advanced services that make this tool ideal for use with students. With this application, teachers can save time, keep classes organized, and improve student communication. This app is available to everyone with google apps for education, a suite of free productivity tools including Gmail, Drive, and Docs.

Seeing the current state of the covid-19 pandemic, the *Google Classroom* application is essential for learning. Firman and Rahayu (2020:81) explained that the Coronavirus Disease 2019 (Covid-19) outbreak which has hit 215 countries, presents challenges for educational institutions. To fight Covid-19, the Government has banned crowds, social restrictions, physical distancing, wearing masks and constantly washing hands. Through the Ministry of Education and Culture, the Government has prohibited schools from carrying out face-to-face learning and ordered them to conduct online learning (*Surat Edaran Kemendikbud Dikti No.1 Tahun 2020*). However, over time, the government began to instruct limited face-to-face learning

(*Pembelajaran Tatap Muka*) when the transmission of Covid-19 began to be controlled.

The reason is that the government is starting to worry that students will fall behind in education (*learning loss*) while undergoing distance learning. It will impact on the quality of Indonesian human resources in the next few years. Minister of Education, Culture, Research, and Technology (*Mendikbud Ristek*) Nadiem Makarim stated that 80 to 85 percent of the public currently supports the PTM policy in schools. Meanwhile, the Coordinator for the Enforcement of Community Activity Restrictions (*PPKM*) for Java-Bali and the Coordinating Minister for Maritime Affairs and Investment (*Menko Marves*) Luhut Binsar Pandjaitan acknowledged there must face many challenges in the implementation of face-to-face schools. However, the government continues to hold face-to-face learning (*PTM*) to educate the nation's young generation.

Based on initial observations, SMA Negeri 1 Kota Besi is an educational institution that has implemented face-to-face learning activities (*PTM*) since middle 2021 but on a limited basis. Mr. Rakhmad Rondam, S.Pd as Deputy Principal of Student Affairs stated that this was done to adapt learning after online learning. But already a full month since the beginning of 2022, SMA Negeri 1 Kota Besi has done 100 percent face-to-face learning without class divisions or restrictions, but still with attention to health protocol and received approval from the East Kotawaringin Education Office.

Met on Monday, January 24th, 2022, Mrs. Yuni Trisniadarti, S.Pd as an English teacher at SMA Negeri 1 Kota Besi stated that after carrying out face-to-face learning again, the *Google Classroom* application will still be used as a learning media as much as possible 60-70 percent of the time. So it's not like in the past who

used modules or books, the teacher only shared them all materials such as files and videos in *Google Classroom*, and the teacher has made the appropriate folder and class for each. So students can learn, and 20-30 percent already know what material will be studied at each meeting according to the schedule. Since teachers also think that all students should have and use cell phones more than that, they will more interested in reading material with a cell phone than with a book. It also becomes strategies for English teacher at SMA Negeri 1 Kota Besi to improve literacy in students.

Based on the above background, feels it is crucial to conduct research titled **“Implementation The Using of *Google Classroom* in Face-to-face Learning at SMA Negeri 1 Kota Besi.”**

B. Related Studies

The related studies help the author to understand the research according to the implementation of using learning media.

First, Ima Febrianti (2021) examines the implementation of the use *Google Classroom* in online learning in elementary school. The data in this study were obtained from the results of observations, interviews and documentation. The results of this study indicate that the implementation of the use of *Google Classroom* in online learning during the Covid-19 pandemic are: (1) Planning in implementing the use of *Google Classroom* on online learning is to prepare a Lesson Plan and also prepare learning media. (2) Implementation of learning online using *Google Classroom*, namely the delivery of material, media, learning methods and learning strategies. (3) Evaluation learning as usual there are cognitive assessments, affective assessments and assessments psychomotor.

Second, Ulfa Mei Trisniawati (2021) researching the implementation of *Blended Learning* in the Covid-19 pandemic period in increasing students' interest in

learning. In this study using a descriptive-qualitative approach where the data obtained from the results of observations, interviews and documentation. In this study, it is explained that the use of the *Google Classroom* application aims to support learning media. The results of the study indicate that (1) the planning is carried out, (2) The management of Blended Learning, (3) Implementation of Blended Learning, (4) Evaluation of Blended Learning is carried out by evaluating inhibiting factors or constraints in its implementation.

Third, Henri Ikhsan Farizqi (2021) researching the implementation of online learning in the times pandemic Covid-19. The data collection techniques in this study uses observation, interviews and documentation. The results of this study illustrate that the implementation of learning online at MIN 5 Bandar Lampung has been implemented quite well, students and teachers already have basic facilities that needed, it describes the readiness for implementation online learning. Online learning has flexibility in implementation and able to encourage teachers to be more creative in teaching other that that students are required to be more independent and motivated to be more active in learning.

Fourth, Ambarwati (2021) researching the implementation of *Blended Learning* in teaching English during Covid-19 pandemic. This research used qualitative research. The data were analyzed and interpreted through qualitative procedures. In implementing *Blended Learning* it is divided into two classes, namely face-to-face and online classes. The purpose of this study are: (1) to know the implementation of *Blended Learning* in teaching English. (2) To know the problems faced by teachers in implementing *Blended Learning* in teaching English.

Fifth, Rizka Febrianti (2021) with the title “implementation of using google classroom as a learning media.” this study uses a qualitative approach with the method of descriptive. Sources of data in this study include data sources primary and secondary. Data collection technique used is observation, interviews and documentation. Data analysis in this study includes data reduction, data presentation stage, conclusion drawing stage. Checking validity of data using triangulation of source and techniques.

Table 1.1 The Related Studies

No.	Name, Title, and Year	Equality	Difference	Deskription
1	Ima Febrianti with the title “Implementation of The Use <i>Google Classroom</i> In Online Learning During The Covid-19 Pandemic in Grade VI elementary school”. 2021	The learning media used is Google Classroom	The subject of research by Ima Febrianti ia a grade VI elementary school, while in this study the student of class XI high school and an English teacher.	Thesis
2	Ulfa Mei Trisniawati with the title “Implementation of Blended Learning During The Covid-19	The learning media used is Google Classroom.	Material and Class.	Thesis

	Pandemic In Increasing Students' Interest In Learning For Class VII Students In Fiqh Subjects at MTS Al-Muslimun Lamongan". 2021			
3	Henri Ikhsan Farizqi with the title "Implementation Of Online Learning During The Covid-19 Pandemic Class V at MIN 5 Bandar Lampung." 2021	The learning media used is Google Classroom.	Material and Class.	Thesis
4	Ambarwati with the title "The implementation of Blended Learning in Teaching English During Covid-19 pandemic." 2021.	The learning media used is Google Classroom.	The learning process used is blended learning and class.	Thesis
5	Rizka Febrianti with the title "Implementation of using google classroom as a learning media in subjects PAI at SMP	The learning media used is Google Classroom.	Material and class.	Thesis

	Negeri 33 Bandar Lampung.			
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C. Research Focus

(Sugiyono, 2017:207) Limitation in qualitative research are based more on the level of importance, urgency and reliability of the problem to be solved. In this study, only focused on the implementation the use of *google classroom* in face-to-face English learning at SMA Negeri 1 Kota Besi. The subject in this study was an English teacher and several eleventh grade students.

D. Research Problem

1. How to implement the use of google classroom in face-to-face learning at SMA Negeri 1 Kota Besi?
2. What are the problems in implementing the use of google classroom in face-to-face learning at SMA Negeri 1 Kota Besi?

E. Objective of the Study

Based on the formulation of the problem, the purpose of this study are:

1. To describe the implementation of using google classroom in face-to-face learning at SMA Negeri 1 Kota Besi.
2. To describe the problems faced by the teacher in implementing of using google classroom in face-to-face learning at SMA Negeri 1 Kota Besi.

F. Significance of the Study

This research has several benefits, namely theoretically and practically:

1. Theoretically the benefit of research is that it contributes to second language acquisition, using google classroom in language learning can be considered as a learning strategy for students to gain knowledge. Besides that, it is also to provide

a foundation for other researchers in conducting other similar studies in order to improve students' problem solving skills.

2. Practically: (a) Contribute ideas for the school in order to improve the learning process so as to improve students learning outcomes. In addition, it can increase the establishment of cooperation in the school environment. (b) Expanding knowledge for teachers about English learning strategies that make it easier for teachers to diagnose student learning difficulties and as feedback from teachers, so learning English is more active and fun. (c) Expected to be useful for students to be able to optimize the learning process with google classroom, so they can develop their skills in English and can overcome the inhibiting factors.

G. Systematics of the Writing

The systematics of thesis writing is a framework for the preparation of the thesis from the initial chapter to the last chapter. Citing Guidelines for Writing Thesis and Scientific Work by Ahmad, et al. (2021: 85-91). Systematic writing is needed in order to direct the writing to be coherent, systematic and conical to the subject matter, so that it will make it easier for readers to understand the content of a scientific work. The systematic writing of this thesis is divided into 5 parts, namely:

Chapter 1, the parts that must be in chapter 1 or introduction, among others: background of the study, related studies, research focus, research problem, objective of the study, significance of the study, systematics of the writing.

Chapter 2, the section that must exist in the theoretical study chapter include: description of theory, framework and research questions.

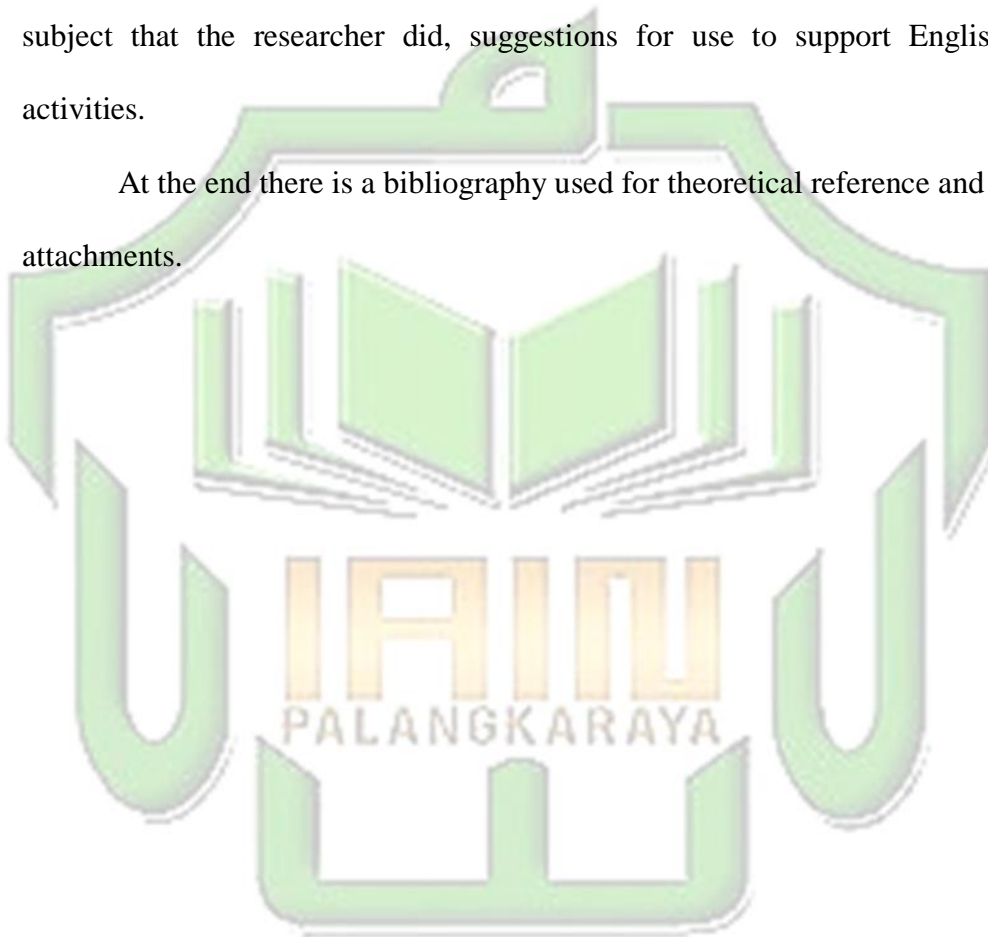
Chapter 3, the research methods chapter contains several main points, including: reason for using qualitative methods, time and place of research, research

data sources, research instruments, data collection techniques, data validation techniques, and data analysis techniques.

Chapter 4, the section that must exist in the research and discussion results chapter include: research findings and discussion of research results.

Chapter 5, the final chapter should contain the following sections: conclusions and suggestion. Contains conclusions in the form of the results of a subject that the researcher did, suggestions for use to support English learning activities.

At the end there is a bibliography used for theoretical reference and supporting attachments.



CHAPTER II

THEORITICAL REVIEW

A. Theoritical Description

1. Implementation

a. Definition of Implementation

In general, implementation is the action or execution of a plan that has been thought out and prepared carefully and in detail by an individual or group to achieve a certain goal (Gigih Darmawan, 2015 : 13). According to Novan Ardi Wiyani, implementation is an activity to realize plans into real actions in order to achieve goals effectively and efficiently, so that they have value. So, implementing is carried out if there is already a good and mature plan, or a plan that has been prepared well in advance, so that there is certainty and clarity about the plan. As the implementation based on Kamus Besar Bahasa Indonesia (KBBI).

Etymologically the notion of implementation according to the Webster Dictionary comes from English, namely to implement. In the dictionary, to implement means to provide the means for carrying out and to give practical effect to something. Meanwhile in the Big Indonesian Dictionary, implementation is the implementation or application. Another definition of implementation is the provision of means to do something that has an impact or effect on something. The meaning of implementation can also differ depending on the discipline. The following are some definitions of implementation from various scientific fields.

Nissa Cullen said that implementation is intended to a result (effect) complement and adjust. Implementation also provides the means (tools) to carry out something, providing easy results for something. Pressman and Wildavsky suggested that “Implementation as to carry out, accomplish, fulfill, produce,

complete”. According to Widodo (Syahida, 2014: 10), implementation means providing the means to implement a policy and can have an impact/effect on something.

Based on some of the opinions above, it can be seen that the notion of implementation is a process or an activity that is used to convey ideas, which are delivered in the form of a plan that has been maximally structured based on certain norms to achieve the goals in these activities. Implementation is not just an activity, but a planned activity to achieve goals. In this case, the success of implementation can be evaluated periodically from the point of view of continuing or operationalizing previously designed programs for the future.

b. The purpose of Implementation

the purpose of implementation is to implement and realize a plan that has been prepared so that it can be tangible. In addition, technically implementation also aims to implement a policy that is in the plan.

c. How to Monitor and Evaluate Implementation in English Learning

- **Definition of Monitoring**

Monitoring is a series of activities aimed at providing information about the causes and effects of a policy that is more focused on activities that are on going. The purpose of monitoring is to find out whether the on going activities are appropriate with agreed plans and procedures. In principle, monitoring is carried out while the activity is in progress to ensure conformity processes and achievements as planned or not.

- **Definition of Evaluation**

Evaluation is a systematic process of assigning value to something, such as objects, processes, performances, activities, results, goals, or other things

based on criteria through an assessment. Evaluation is a series of activities designed to measure the effectiveness of the teaching/learning system as a whole. While learning evaluation is the process of determining the acquisition of learning outcomes based on certain criteria. Evaluation is carried out to find out the final results or achievements of activities or activities program implemented at the end of the activity. The results of the evaluation are useful for plan for implementing the same program at another time and place.

2. Google Classroom

a. What is Google Classroom?

Google Classroom is an internet-based service provided and developed by Google for e-learning activities (online learning), making it easier for teachers to manage classes and improve communication with students without using paper and face-to-face directly. The following is the definition and understanding of Google Classroom from several book sources:

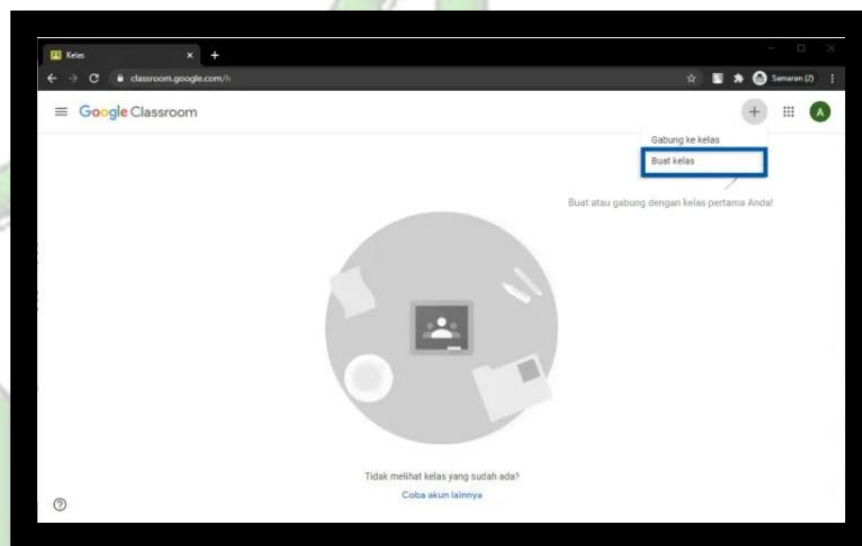
- According to Hakim (2016), Google Classroom is an Internet-based service provided by Google as an e-learning system.
- According to Afrianti (2018), Google Classroom is a productivity tool designed to make it easier for teachers to save time, manage classes and improve communication with students.
- According to Iskandar (2020), Google Classroom is a learning platform that can be designated for the scope of education which is intended to help find a way out of the difficulties experienced in making paperless assignments.

- According to Corbyn (2019), 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.

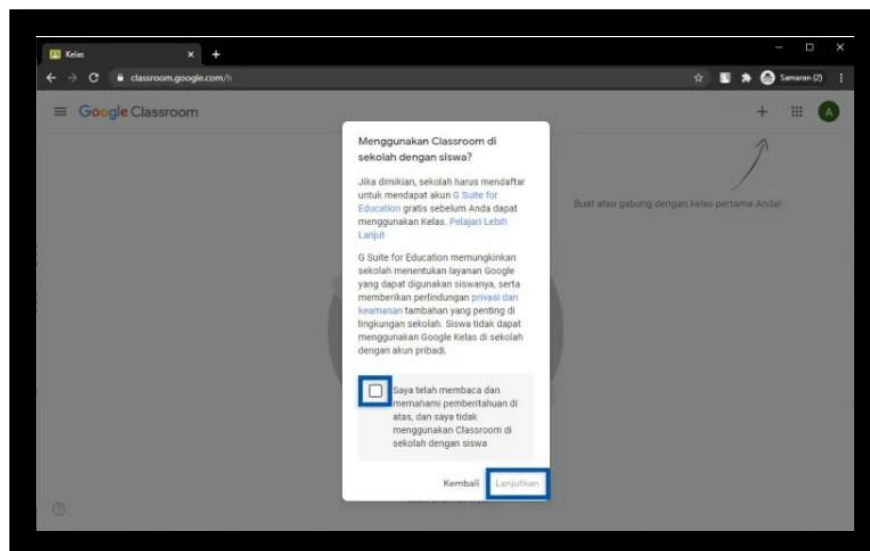
b. How to Use Google Classroom

Before creating a class or joining a class in Google Classroom, make sure you have a Google account/Gmail account.

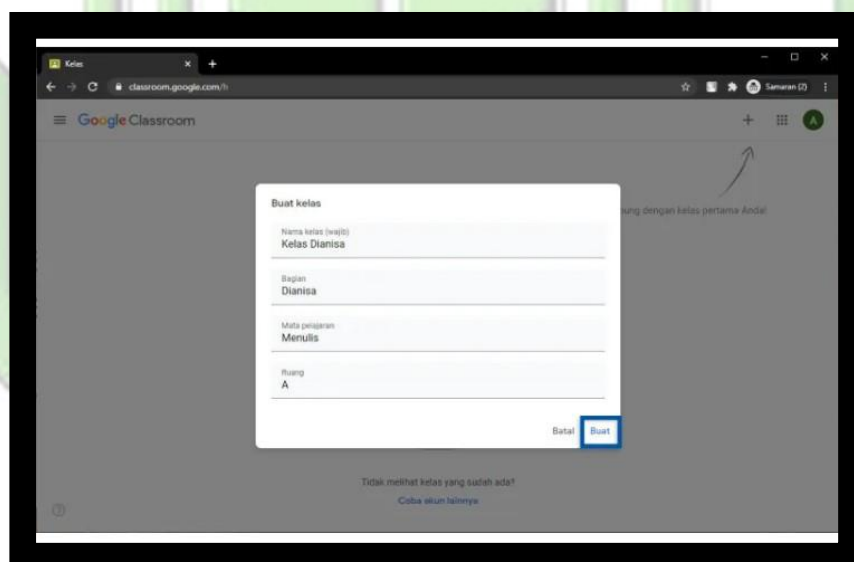
- **Create a class in Google Classroom**



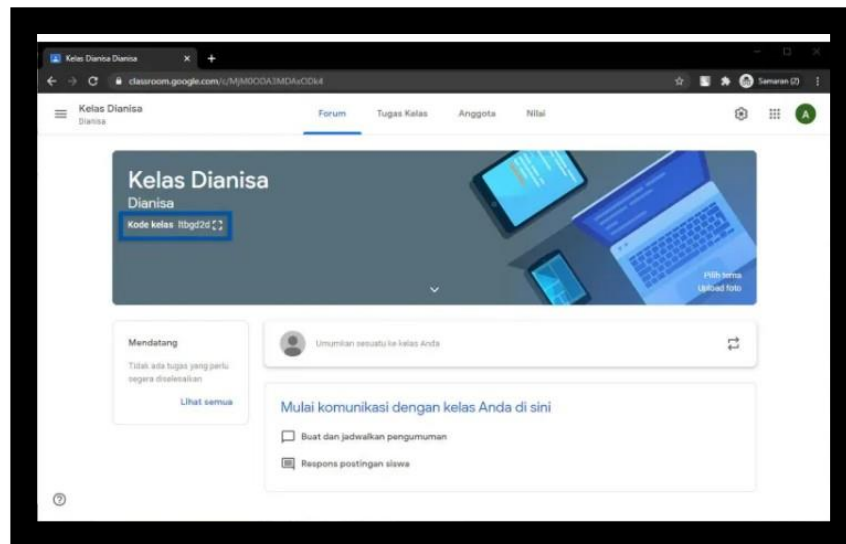
Step 1 : to create a class, you can access Google Classroom via a browser from your computer/laptop. Login using the Gmail Account that you previously created. Click “+” icon at the top right, select Create Class.



Step 2 : Accept the terms and conditions of using Google Classroom. Check the section “I have read and understand the notice above, and I do not use Classroom at a school with students”. Then click Continue.

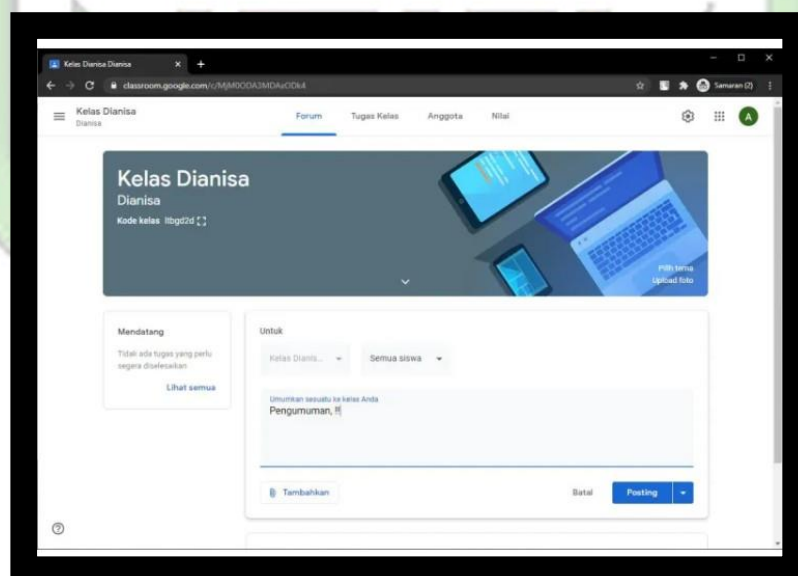


Step 3 : the next step, you are asked to fill out a class creation form. Fill in the form for Class Name, Section, Subject and Room. If so, click Create.



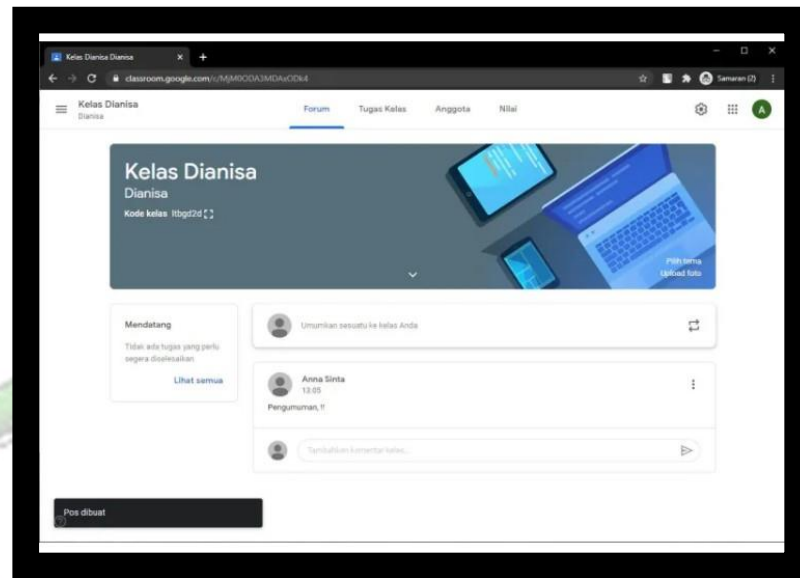
Happy! You have successfully created a class in Google Classroom.

After creating a class, you can start looking at the menus that you have in class. Create assignments/quizzes through the Classwork feature. View the list of members via the Members Feature and many more.



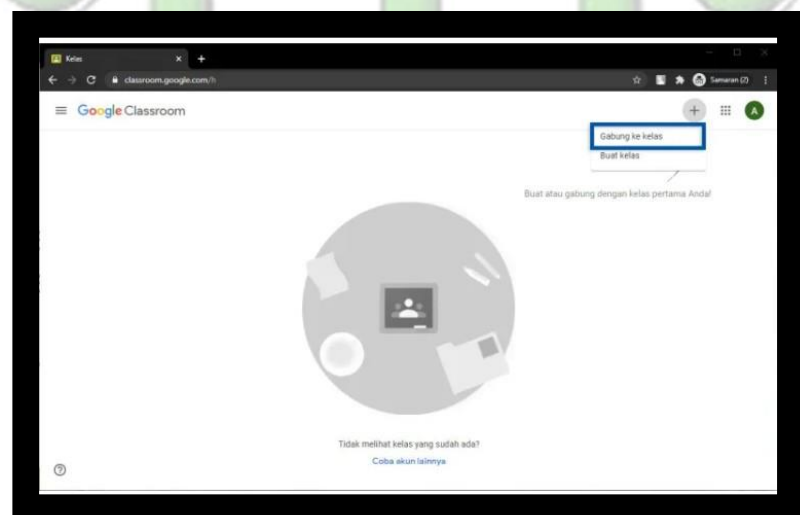
- **Add announcement**

Step 1 : To make an announcement, you can click the Post section
Announce something to your class. Set for which class and which student.
Make announcements according to your needs and desires. If necessary,
you can also add File Attachments. Click Post to share.

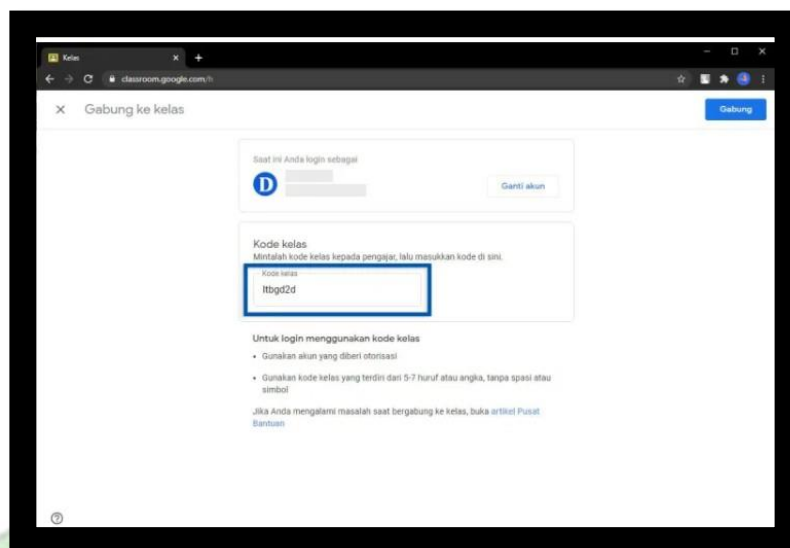


Step 2 : Congratulations! You have successfully made an announcement
for class. From the announcement, the selected student/all students can
receive and view it.

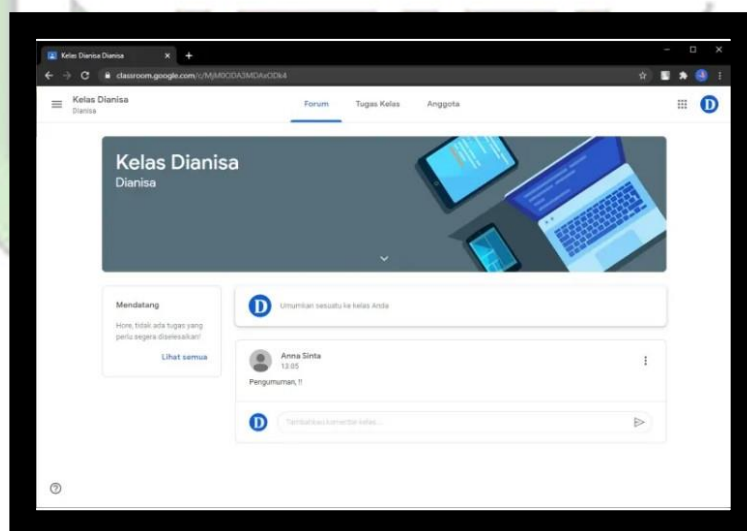
- **Join a class**



Step 1 : To join a class, you can enter through the Join Class Feature. Click the “+” icon at the top. Select Join Class.



Step 2 : Then enter the class code that you get from the teacher. Class codes usually consist of 5-7 letters or numbers, without spaces or symbols. Click Join to join a class.



Step 3 : Congratulation! You have joined a class in Google Classroom. Once you've joined, you can start taking classes.

c. Interesting Features of Google Classroom

The *Google Classroom* application offers many conveniences for its users because every service owned by Google is directly integrated with this application. In addition, when you log in to *Google Classroom*, you will find various interesting features, such as the following:

- **Assignment**

The first feature that you can feel from this application is the assignment of task in a more efficient way. You can collaborate online through the integration of services on Google by sharing tasks in the form of documents through Google Docs.

- **Evaluation**

Google Classroom also supports the grading system in quite a variety of ways. You can comment directly by editing the assignments that students have submitted to monitor their progress in each lesson. You can return the edited assignment results to students to be used as re-learning material. Interestingly, this completed task can only be edited by the teacher.

- **In-App Announcement**

In addition to giving assignments and grading, you can make announcements in the application to comment on them, so that communication between teacher and students can run smoothly. When posting an announcement, you can add an image or a video. In addition, Gmail makes it easy for educators with an email option for teachers to send emails to all students during class. In addition, this online learning application can be accessed via the website or smartphone.

- **Learning Archives**

Google Classroom web also allows you to create learning archives at the end of the semester or the end of the year. This archive will be stored in a special place to make it easier for you to organize classes. This archived data can be seen by educators and students, but cannot be changed.

- **Available in Mobile App**

Google really makes it easy for online learning systems. Because this application you can access via a laptop, PC or smartphone. Through the smartphone application, you can share files from other applications, attach task files, and access them offline.

- **Teacher Center**

For teachers, Google also provides features that are no less important. In the Teacher Center section, educators can find various sources of information, find training, to professional development programs such as certified coach.

d. Google Classroom Function in English Learning

Google Classroom (GC) helps teachers to create and organize classwork quickly and easily, provide direct feedback to students efficiently, and communicate with students without being limited by space and time.

Google Classroom function to organize tasks, enhance collaboration, and encourage communication.

e. The procedure in Face-to-face learning by Using Google Classroom

By using *Google Classroom* the teacher can create virtual classes, invite students to join the class, provide information related to the teaching and learning process, provide teaching materials that students can learn in the

form of exposure files and learning videos, give assignments collection schedules and others. The procedure for using *Google Classroom* in EFL learning is that first teacher prepares the class in *Google Classroom*, the second teacher makes learning materials in the *Google Classroom*, the third invites students in the *Google Classroom*, the fourth interacts with students in the *Google Classroom*, the fifth creates and assesses student assignments on *Google Classroom*.

f. The Advantages of Google Classroom for Learning

Along with the rapid development of technology in the digital era, using *Google Classroom* offers many conveniences, both for educators and students.

- More partical and easy access.
- More efficient learning.
- Training student independence.
- Complete features.
- Enable distance learning.
- Easy class setting and making process.
- Improving cooperation and communication between teachers and students.
- Centralized data storage on Google Cloud.

g. The Weakness of Google Classroom For Learning

The weakness of *Google Classroom* is that it cannot use face-to-face with teacher and although in *Google Classroom* there is a time limit for submitting assignments, it is not yet so firm, so students can submit their assignments even though the time limit has passed.

3. Face-to-face Learning

a. Definition of *Face-to-face Learning*

Learning is essentially a process of regulating and organizing the environment around students so they can grow and encourage students to carry out the learning process. Learning is also said to be a process of providing guidance or assistance to students with problems (Suyono and Hariyanto, 2017: 9).

Face-to-face learning is learning that allows the interaction of educators and students in one environment to achieve direct learning experiences for students. Based on the meaning of the learning above, we can assume that face-to-face learning is a set of actions designed to support the learning process of students face-to-face. It considers external events that play a role in a series of external events that occur within students, which can be identified or predicted during the face-to-face process.

b. The advantages of *face-to-face learning*

The advantages of face-to-face learning are that all students can access the same learning materials without being constrained, understand the material presented more quickly and minimize loss of learning. Students also can return to socializing while still following strict health protocols, and teachers can also interact directly and supervise students in learning and completing assigned tasks. (Oca Restavia, 2021).

c. The weakness of *face-to-face learning*

Meanwhile, the weakness of face-to-face learning during the COVID-19 pandemic today is the risk of contracting COVID-19, adequate facilities and infrastructure, and the need for more extensive facilities and infrastructure

to create a health protocol. So that the costs incurred for hand washing, etc. sanitizers, masks, face shields, even temperature gauges must be removed.

4. The English Learning

English is the official language of many Commonwealth countries and is widely understood and used. English is spoken in more countries in the world than other languages and compared to other languages. According to Kasihani (2001:43) English is a the first foreign language that is considered important for the purpose of access information, absorption, and development of science, technology, art culture and fostering relations with other nations. Then according to Chodijah (2000:21) Learning English it is very much needed for all people, both early age and adults because English is an international language that everyone should know. Not only understood but English too must be mastered.

In learning language, whether first, second, or foreign language, teaching the language component is part of the language program. Through practical teaching in the field takes place in an integrated manner, teachers and candidates teachers need to understand some important concepts related to the three components of language, especially those concerning the language component English. In language learning, teaching the language component is part of the language program. In general, the language component consists of: three, namely grammar (*tata bahasa*), vocabulary (*Kosa kata*), Pronunciation (*Pelafalan*). The components of language according to Kasihani (2007:43) are:

- (1) Grammar or language rules are patterns and rules that must be followed if we want to learn a language properly. Term structure or grammar is often used in language learning English for this first component. This

component is language framework that must be followed in order for the language to be accepted.

- (2) Vocabulary is a collection of words owned by a language and give meaning when we use language. English vocabulary that students need to learn Elementary school is estimated to be approximately 500 words.
- (3) Pronunciation is a way of pronouncing the words of a language. English speech is very different from the speech system mother tongue and Indonesian.

English as a Foreign Language (EFL) is a term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is in contrast to English as a Second Language also known as English as an Additional Language which is the practice of learning English in a predominantly English-speaking country. EFL is typically studied in an environment where the language of the community and school is not English. EFL teachers have the difficult task of finding access and providing an English model for their students.

a. The purpose of learning English

Based on the Education Unit Level Curriculum (KTSP), one of the goals of learning English in Senior high schools is to develop the ability to communicate in English in both spoken and written form. These communication skills include listening, reading, and writing.

b. The benefits of learning English

Learning English for the future wheter it's for study or sightseeing, it will be easier to go to various places in the world if you master English. So,

you don't have to worry if you have to communicate with local residents you meet.

c. What is importance of English

Make it easier to communicate with other people because of its universal nature, of course English is one of the most widely used languages in the world. So if we master English, we can communicate with people from various countries easily.

d. Difficulty in learning English

1. Lack of Confidence

Beginners don't have confidence in themselves, especially when it comes to speaking English. This self-confidence arises because of the fear or shame of making a mistake when expressing a sentence. Everyone also starts learning from scratch and also makes mistakes and we are no exception. Confidence can only be obtained from yourself. The solution is to study in groups and often meet strangers. The level of self-confidence will increase if we get used to it, so to get used to it we have to study with many people. A good choice if we join the English learning community and open up.

2. Limited time to study

An effective way of learning is to spend a little time but often. Currently, there are also many applications that can be used to study anywhere. Whenever we have free time, whether it's at lunch, in the morning after waking up or going to bed. Just 15 minutes of reading or memorizing vocabulary using an electronic book is enough to increase knowledge.

3. Never memorize Vocabulary

The basic lesson that must be learned is vocabulary. The more vocabulary, the easier it will be in the future to assemble sentences and conversations. But it is not easy to memorize foreign words that must be translated into the mother tongue. If you don't memorize it, the method we are currently using is wrong.

4. Difficulty in Pronunciation

Pronouncing a foreign language will be difficult on the tongue, we may already memorize it in our head but when it is difficult to pronounce it. We can learn this pronunciation problem when when memorizing vocabulary. Not only memorize but also have to say it. In the electronic book, we can listen to the voice from the native speaker.

5. Afraid to Learn Grammar

Almost everyone finds it difficult to learn English on grammar material. There are many rules to remember when using verbs, nouns, and the present, past, and future tense formulas. How to solve it? You don't need to be afraid to learn grammar, because it's easier if you have mastered a lot of vocabulary.

6. Difficult to Translate

The biggest mistake when learning English is translating Indonesian to English before saying it.

7. Having no friends to practice

Lots of people stop learning English because they don't have friends to practice with. Even though this is very important and making friends

nowadays is not difficult, especially since the goal is both to master English. We can use learning applications that connect to many people.

B. Conceptual Framework

The learning process during the COVID-19 pandemic was all done online, but the government was trying to do face-to-face learning by strictly implementing health protocols. Even though they have done face-to-face learning, it does not make the English subject teacher at SMA Negeri 1 Kota Besi change the strategy since carrying out online learning, namely by using the *Google Classroom* learning media. conditions like this have supporting and inhibiting factors in the learning process, especially for eleventh-grade at SMA Negeri 1 Kota Besi. Based on the explanation above, the framework of thinking in this research is as follows:

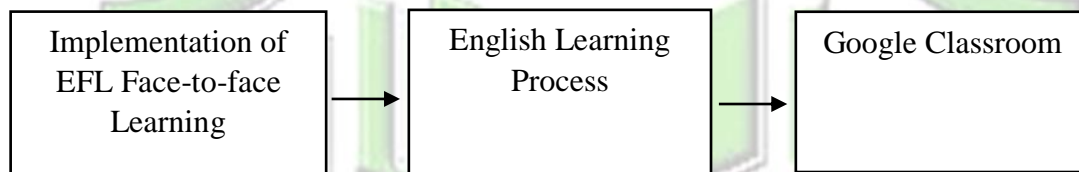


Figure. 2.1 Conceptual Framework

Based on the picture above, the researcher wants to know how the implementation the use of *google classroom* in learning English at SMA Negeri 1 Kota Besi, and wants to know the problems in the process of learning English using *google classroom*.

C. Research Question

1. How to implementation the use of Google Classroom in face-to-face Learning at SMA Negeri 1 Kota Besi?
2. What are the problems in implementing the use of Google Classroom in face-to-face Learning at SMA Negeri 1 Kota Besi?

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses descriptive qualitative methods, qualitative research is generally used to research people's lives, behavior, functionalization, social activities and others. Qualitative research is expected to be able to produce in-depth descriptions of speech, writing and or observable behavior of an individual, group, community and or organization. This research is an inductive research to provide problems that arise.

This study aims to collect data and information from real life in order to solve practical problems that exist in the community, as it is stated in the form of reports and descriptions of the implementation of EFL *face-to-face learning with google classroom* in the new normal era at SMA Negeri 1 Kota Besi.

B. Research Time and Place

1. Research Time

The time used by researcher for this research is carried out from the data of issuance of the research permit within a period of less than more 2 (two) months, 1 month of data collection and 1 month of processing data which includes presentation in the form of thesis and guidance process in progress. In this study, the research time used to collect data starts from July 15 to August 15, 2022.

2. Research Place

The place for this research is at SMA Negeri 1 Kota Besi which is located at Tengku Gembo street, Kota Besi Hilir, Kotawaringin Timur, Central Kalimantan. The selection of this location was based on the consideration that the use of

Google Classroom media in face-to-face English learning was only carried out at the school.

C. Research Data Sources

The source of the data needed in this research is primary data. According to Sugiyono (2017 : 137), defining primary data is a data source that directly provides data to data collectors. Primary data collection in this study by conducting direct interviews with parties related to the research conducted. The selected informants are those who are considered capable of providing information related to the object of research and are expected to facilitate the research process. In this study, the selection of informants was carried out using a snowball sampling technique, where the researcher knew one of the informants and then the informant stated who would be next informant. The informants of this study amounted to 5 people consisting 1 English teacher and 4 students.

Research subject, are people, places, or objects that are observed in the context of machining as targets (Indonesian Dictionary, KBBI, 1989:862). In research activities, the determination of research subjects is an important part related to the achievement of objectives and the quality of research content. This is because the research subject is the main source of research data. Research subject in qualitative research are called informants, namely those who involved in research. Informants are people who will be asked for information about the object of research and know and understand the problem under study. The selection of informants according to Spradley in Iskandar is by determining subject who are easy to be used as sources of information, not difficult to contact and easy to obtain permission to conduct research.

D. Research Instrument

According to qualitative method, the main instrument was writer herself. Moreover, the researcher conducts several instruments for completing it.

1. Interview Questions

Lexy J Moleong (2022) stated “that the interview is a conversation with a specific purpose. In this method, researcher and respondents *face to face* to obtain information orally with the aim of obtaining data that can explain research problems”. In this study, the researcher used a structured or guided interview type, where all the questions to be asked had been prepared in detail and completely.

2. Documentation

Documentation according to Sugiyono (2015:329) is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research.

E. Data Collection Procedures

Qualitative research is basically an investigative process similar to detective work. From an investigation, the main data as well as additional data will be collected. The main data sources in qualitative research are words and actions, while written data, photographs and statistics are supplementary data. In qualitative research there are several methods of data collection, namely:

Table. 3.1 The Data Collection Matrix

FOCUS	SOURCE	INTERVIEWER	TECHNIQUE	INSTRUMENTS
1. Implement ation the use of Google	Planning	English Teacher	Interview	Interview Guidelines

Classroom in Learning English.				
	implementat ion	English Teacher And students of XI Mipa	Interview and Observation	Interview Guidelines and Observation Guidelines
2. Problems that occur in implement ation the use of Google Classroom in learning English.	Implementa tion	English Teacher and Students of XI Mipa	Interview	Interview Guidelines

1. Observation

In addition to interviews, data in qualitative research can be collected through the observation method. According to Nawawi & Martini, observation is the systematic observation and recording of the elements that appear in a symptom or symptoms in the object of research.

Observation is needed to understand the interview process and the results of the interview can be understood in its context. Observation were made on the subject, the behavior of the subject, during the interview, the interaction of the subject with the researcher and other matters deemed relevant so as to provide additional data on the results of the interview.

According to Patton, the purpose of observation is to describe the studied settings, activities and meaning of events from the perspective of those who are seen in the observed events.

Table. 3.2 The Blueprint for Observation

Observation Guideline		Implementation of Teaching	
Preparation	Planning is done before doing face-to-face learning.	Pre-teaching	The process before starting to teach Warming-up activity.
	The timeliness of starting and ending face-to-face learning.		
Implementation	Student activeness during face-to-face learning.	Whilst teaching	The teaching process (interaction between teacher and students)
	Media used during face-to-face learning.		
Evaluation	Doing test assignments or quizzes during learning through face-to-face or online application.	Post-teaching	The close of teaching

Table 3.3 The Checklist Guidelines for Observation

Implementing	Focus	Checklist	Notes
		(√)	

Planning	<ul style="list-style-type: none"> • Planning is done before doing face-to-face learning • The timeliness of starting and ending face-to-face learning 		
Implementation	<ul style="list-style-type: none"> • Students activeness during face-to-face learning • Media used during face-to-face learning • Teacher interactions during face-to-face learning 		
Evaluation	<ul style="list-style-type: none"> • Doing test assignments or quizzes during face-to-face learning • Teacher gives additional assignments after face-to-face learning complete 		

2. Interview

The process of obtaining explanations to collect information by using question and answer methods can be face to face or without face to face, namely through telecommunication media between interviewers and interviewees, with or without using guidelines. In essence, the interview is an activity to obtain in-depth information about an issue or theme raised in research. Or is the process of proving information or information that has been obtained through other techniques previously. According to Yunus, in order for the interview to be effective, there are several stages that must be passed, namely:

1. Introduce self
2. Explain the purpose of coming
3. Explain the interview material
4. Asking question

In interviews there are 2 types, namely:

- a. In-depth interview, where researcher are directly involved in depth with the lives of the subject studied and questions and answers are carried out without using previously prepared guidelines and are carried out many times.
- b. Guided interview, where the researcher asks the subject studied in the form of questions using previously prepared guidelines. The interviewer is bound by pre-prepared questions.

3. Documentation

Documentation is a way of collecting data by recording existing data. Documentation is used to obtain data, environment, students and other

data for research consideration. The data sought include student data and photos of research activities.

F. Data Validation Technique

Data validity is used to ensure that all data have been observed and researched relevant to the real thing, so that research this is perfect. For the validity of the data the author uses Triangulation is making comparisons between theory and results in the field from one data source to another. The Triangulation technique is data validation technique that utilizes something other than the data for checking purposes or as a comparison against the data. There is Triangulation technique with sources, methods, investigators and theory.

To obtain the level of validity of research data using triangulation, namely making comparisons or checking the validity of the data which utilizes something other than that data for checking or as a comparison to the data, triangulation in this study includes theoretical triangulation and source triangulation. Source triangulation is a comparison or back-checking of the degree of confidence of an information that is obtained through different times and tools, by:

1. Comparing data from observations with data results interview.
2. Comparing what the informant said in public with what said personally.
3. Comparing the data from interviews with the contents of the documents collected or related.

According to Sugiyono there are three kinds of triangulation, namely:

1) Source Triangulation

To test the credibility of the data, it is done by check the data that has been obtained through several sources. For example, to test the credibility of data

about behavior students, then the collection and testing of the data that has been obtained can be done to the teacher, the student's friend concerned and his parents. The data from these three sources is unusual averaged out as in quantitative research, but in describe, categorized, which views are the same, different and which one is specific from the three data sources. The data has been analyzed by researchers so that produce a further conclusion requested agreement (member check) with the three data sources.

2) Triangulation Technique

Triangulation techniques to test the credibility of the data were carried out by checking the data to the same source as different techniques. For example, data obtained by interview, then checked by observation, documentation, or questionnaires. When with the technique of testing the credibility of the data, resulting in different data, the researchers conducted more discussions proceed to the relevant data source or another, to determine which data is considered correct. Or maybe everything is true, because the point of view is different.

3) Time Triangulation

Time also often affects the credibility of the data. Data that collected by interview technique in the morning at the time of the source is still fresh, there are not many problems will give more valid data so that it is more credible. For that, in the framework of testing the credibility of the data can be done by checking by interview, observation, or another technique in a different time or situation. When the result the test produces different

data, then it is carried out separately repeatedly to find the certainty of the data.

Data validation technique that the researcher uses is the triangulation technique proposed by Moleong (204 : 178) that triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison to the data. The triangulation technique used in the research is triangulation technique or method, using various data collection methods to explore similar data. In this triangulation there are two strategies, namely:

1. Checking the trustworthiness of research findings of several data collection techniques.
2. Checking the trustworthiness of multiple data sources with the same method. (Ghony dan Almanshur, 2012: 322).

G. Data Analysis Procedures

Data analysis is a process of searching and compiling systematically data obtained from interviews, field notes, and other materials so that it is easily accessible and informed to others. In terms of in this case, the author uses qualitative data analysis in which the data is analyzed with the analytical descriptive method, namely by describing a symptom, events, current happenings or attention problems on actual problems as they were at the time of research held.

The stages of data analysis carried out in this research are:

1. Coding

The primary stage in analyzing qualitative information here includes coding.

Coding is similar to getting ready for the data given. The essential advance in

coding is referenced as opened coding, primer coding, or temporary coding. The premier normal methodology is to peruse and rehash all the data and kind them by the test for units of significance words, expressions and sentences to frame it simple to be learned. During this stage, subsequent to getting the data, the specialist gathered the data. All things considered, information is gathered. The specialist puts all units having indistinguishable coding together. It will be simpler to peruse the data. So, by coding all the data we assembled, we will underline the various information that is proper to our subject of examination, along these lines, it will be simpler to peruse the data.

Researcher can analyze some coded data like meaning statements, behaviors, events, feelings, action of informants, et al. Betting on what is contained within the data segment at hand. After obtaining the information, the researcher collects the information by placing all the units with identical code. In short, it makes it easier to read the information. With this coding, the researcher can base important data on the research topic.

Table. 3.4 The Coding for Informants

No.	Name	Code
1.	Yuni Trisniadarti, S.Pd	ET
2.	Aufa Ahmad	S1
3.	Fatih Muharram	S2
4.	Gita Keziana	S3
5.	Tika	S4

2. Data Reduction

Reducing data means summarizing data that is too broad, focus on the important things, look for themes and patterns, and throw away the unimportant. So this stage is carried out by collecting and summarize data by focusing on related matters with the research area and delete unpatterned data both from the results of observations and documentation.

3. Data Display

After data reduction is done, the next step is presentation data. Data can be presented in the form of brief descriptions, charts, table and data the like. The purpose of presenting this data is to simplify reading. In this study, the data is presented briefly and clearly according to with a discussion that includes lesson planning and process learning. The data is presented with a brief description and arranged according to with discussion points. Furthermore, the data obtained with using other data collection techniques. The goal is data obtained more accurately.

4. Drawing Conclusion and Verification

After collecting and analyzing the existing data, the next stage is to provide an interpretation which is then compiled in the form of a conclusion. This conclusion-making process is the process of taking the core of the research that has been carried out is presented in the form of statements or sentences that can represent the results the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Finding Research

1. Observation Results

There are three stages in implementing the use of Google Classroom in English learning at SMA Negeri 1 Kota Besi. Those are:

a. Planning of the teacher

Planning made at SMA Negeri 1 Kota Besi includes class division, learning schedule, a lesson plan, Google Classroom account, materials, teaching materials for students, question for practice and assignment, time management in EFL Face-to-face learning implementation.

1) Class division

SMA Negeri 1 Kota Besi applies face-to-face learning with class division: the tenth grade is divided into 5 rooms, one Science class and four social classes. As well as eleventh and twelfth grades.

2) Google Classroom account

An English teacher at SMA Negeri 1 Kota Besi creates a Google Classroom account to use during English lesson. The teacher distributes the class code to the students to join.

3) Learning schedule

The learning schedule at SMA Negeri 1 Kota Besi, especially English lessons, is carried out everyday in a different class everyday.

Table. 4.1 The Learning Schedule

Date/Day	Class
Monday	1. 11 th Science 2. 10 th Science 3. 11 th Social 3
Tuesday	1. 12 th Science 2. 10 th Social 1 3. 11 th Social 1
Wednesday	1. 10 th Social 2 2. 10 th Social 3 3. 12 th Social 2
Thursday	1. 12 th Social 1 2. 10 th Social 4 3. 11 th Social 2
Friday	1. 12 th Social 3 2. 11 th Social 4

4) Lesson Plan

EFL Learning at SMA Negeri 1 Kota Besi have lesson plans that are made and compiled by English teacher in accordance with applicable rules and regulations and in accordance with the subject matter to be taught according to their respective grade levels.

5) Teaching Material

English learning materials at SMA Negeri 1 Kota Besi are sourced from the lesson teacher herself and the teacher provides additional material in the form of videos sourced from other people's youtube channels.

6) Question for Practice and Assignments

During the implementation of EFL face-to-face learning with Google Classroom, the teacher prepares quizzes or questions that are always given after the material is explained.

7) Time management in Implementing the use of GC in EFL Face-to-face Learning

For one hour lesson, 45 minutes is given, one class gets 2 hours of learning English, that means for one face-to-face meeting, the learning process will run for 90 minutes.

b. Implementation of the teacher

1) Pre Teaching

The teacher questions new and greets and asks the students' attendance. The teacher also motivates students to keep the spirit of learning in new normal era situation. The teacher gives a reference about the teaching materials to be taught.

2) Whilst Teaching

The materials provides by the teacher are suitable for the teaching method that is used. Materials taught by the teacher are relevant to the topic or subject.

3) Post Teaching

At the finish of the lesson, the teacher provides response or review of the material discussed. The the rest are allowed to ask about what they have not understood yet. The teacher give additional assignments.

c. Evaluation of teacher

Task by teacher

a) Practice question in face-to-face learning

After explaining the material on the range of “Giving and Suggestion”, the teacher asked the students things related to the material that had been explained. This is to train students’ focus and be able to recall the material that has been explained so that it is not easy to forget.

b) Assignments

The teacher also gives assignments in the form of questions that have been submitted to the class’ Google Classroom account, with a time limit for collecting assignments that have been determined by the teacher, students can work on them at anytime and can submit their assignments before the deadline for collecting assignments.

Table 4.2 Implementation analysis

Implementation	Activity
Pre-teaching	The teacher greets the students before the teaching and learning activities begin. Check students attendance and pray together before learning activities begin.
Whilst-teaching	The teacher explains the topic or

	learning material in depth.
Post-teaching	The teacher gives students the opportunity to ask questions, then the teacher concludes the material that has been explained, then the teacher gives assignments to students to study and then the lesson was closed by praying together and greetings.

2. Interview Results

The following data are the result of the teacher's and students' answer in the interview section. In providing the data, uses codes as follow:

Q : stand as the question of the interview

ET & S : stand as the answer of the interview

a) The result of an interview the English teacher

1. The using Google Classroom in English Learning Process

Q : “How is the implementation the use of *Google Classroom* in English learning?”

ET : “The implementation of face-to-face learning with Google Classroom media on English subjects at SMA Negeri 1 Kota Besi has been going well and in accordance with current conditions. The use of Google Classroom media in face-to-face learning is actually easier because the media has been used since the beginning of the corona

pandemic and has been comfortable using the media in supporting English learning activities at SMA Negeri 1 Kota Besi.”

“Implementasi pembelajaran tatap muka dengan media google classroom pada mata pelajaran bahasa inggris di SMA Negeri 1 Kota Besi sudah berjalan dengan baik dan sesuai dengan keadaan di masa sekarang. Penggunaan media google classroom dalam pembelajaran tatap muka justru lebih mudah karena media tersebut sudah digunakan sejak awal pandemi corona dan sudah nyaman menggunakan media tersebut dalam menunjang kegiatan pembelajaran bahasa inggris di SMA Negeri 1 Kota Besi.”

2. English Learning Procedures with Google Classroom

Q : What is the procedure for conducting English learning activities with Google Classroom?

ET : “Usually when Saturday and Sunday I have prepared the material and scheduled it in Google Classroom, when I enter the class the first thing I check is student attendance and students also have to fill in attendance in Google Classroom, so two attendances are done. After that I explained and displayed the material in the form of a powerpoint with an LCD projector. So in Google Classroom, I only enter material in the form of videos or files, I only use powerpoint to explain the material in class but they have a module that only contains writing and the video becomes a reference for other teachers who teach (videos of learning materials from other people’s Youtube). So there is no need to write anymore and if there is a screen display in the class the students will be more interested.”

“Biasanya sabtu minggu sudah saya siapkan materinya dan dijadwalkan di Google Classroom, ketika masuk ke kelas itu yang pertama saya mengecek kehadiran siswa dan siswa juga harus mengisi absensi di Google Classroom, jadi dilakukan dua

kali absensi. Setelah itu saya menjelaskan dan menampilkan materi berbentuk powerpoint dengan lcd proyektor. Jadi di Google Classroom itu saya hanya memasukkan materi berbentuk video atau file, powerpoint hanya saya gunakan untuk menjelaskan materi di kelas tapi mereka punya modul yang isinya tulisan saja dan video itu jadi referensi guru lain yang mengajarkan (video dari youtube orang). Jadi tidak perlu lagi menulis dan jika ada tampilan layar di kelas siswa jadi lebih tertarik.”

3. The Learning Method Used

Q : What methods are commonly used in the face-to-face learning process with Google Classroom media?

ET : “For my method, I use the lecture method but I use the discussion and question-and-answer method more often because I want students in the class to be more active during learning.”

“Kalau untuk metode saya menggunakan metode ceramah tapi lebih sering metode diskusi dan tanya jawab karena saya ingin siswa itu aktif saat pembelajaran di kelas berlangsung.”

4. Use of Online Media, Google Classroom Application

Q : What *Google Classroom* features are used in the learning process?

ET : “in the learning process with Google Classroom that can be used, the first is the teacher feature, so in this feature I as a teacher can control Google Classroom or classes that I have created in the application, I create classes, give assignments and provide an assessment through Google Classroom. In addition, I can also add material in the form of a pdf or video file that I got from youtube (it is an additional learning resource for students). Furthermore, there is a student feature, so students can learn the material that I

provide directly, they can also work on and collect assignments that I give in Google Classroom easily and in an organized manner.”

“Dalam proses pembelajaran dengan Google Classroom yang dapat digunakan itu yang pertama fitur guru, jadi di fitur ini saya sebagai seorang guru itu dapat mengendalikan Google Classroom atau kelas yang sudah saya buat di aplikasi tersebut, saya membuat kelas, memberikan tugas dan memberikan penilaian melalui Google Classroom. Selain itu saya juga bisa menambahkan materi berupa file pdf atau video yang saya dapatkan dari youtube (itu sebagai tambahan sumber belajar untuk siswa). Selanjutnya ada fitur siswa, jadi siswa dapat mempelajari materi yang saya berikan secara langsung, mereka juga dapat mengerjakan dan mengumpulkan tugas yang saya berikan di Google Classroom dengan mudah dan terorganisir.”

5. The Reason for Using Google Classroom Media in English

Learning

Q : The reason why you still choose to use Google Classroom media while the government has recommended and allowed the face-to-face learning process?

ET : “Because Google Classroom media is easy to use, and because the application has been used since the beginning of the covid-19 pandemic, so just move on. Later, if use an application or other online media, you will learn from the beginning again to use it. The use of Google Classroom media also aims to make it easier for me to provide material as a learning resource for students. So the file or video can be stored nearby and securely in Google Classroom and can be studied by students at any time.”

“Karena media Google Classroom mudah digunakan, dan karena aplikasi tersebut sudah digunakan sejak awal adanya pandemi covid-19 jadi tinggal melanjutkan saja. Nanti kalau menggunakan aplikasi atau media online yang lain jadi belajar dari awal lagi untuk menggunakannya. Penggunaan media

online Google Classroom ini juga bertujuan untuk mempermudah saya dalam memberikan materi sebagai sumber belajar untuk siswa. Jadi file atau video itu dapat tersimpan secara rapi dan aman di Google Classroom dan dapat dipelajari oleh siswa kapan saja.”

6. The problems in implementing the use of GC in English Learning

Q: What the problems in implementing of EFL Face-to-face with Google Classroom?

ET : “This Google Classroom media is not only easy and practical to use, it is also very familiar in education circles. Since the Covid-19 pandemic. So the use of the media is certainly very easy because it has been used for a long time and the media is also the most widely used by teacher. So its use in face-to-face learning is to facilitate and support the English learning process at SMA Negeri 1 Kota Besi. But the availability of tools, such as wifi and LCD projectors. Because not all classes are covered by the school’s wifi network and not all classes have LCD projectors in them ”

“Media Google Classroom ini selain mudah dan praktis untuk digunakan, juga sudah sangat familiar dikalangan pendidikan semenjak adanya pandemi covid-19. Jadi untuk penggunaan media tersebut tentunya sangat mudah karena memang sudah digunakan sejak lama dan media tersebut juga menjadi yang paling banyak digunakan oleh kalangan guru. Jadi penggunaannya dalam pembelajaran tatap muka adalah untuk mempermudah dan mendukung proses pembelajaran Bahasa Inggris di SMA Negeri 1 Kota Besi tetapi ketersediaan alat, seperti wifi dan lcd proyektor menjadi faktor penghambatnya karena tidak semua kelas terjangkau jaringan wifi sekolah dan tidak semua kelas ada lcd proyektor didalamnya.”

b) The result of an interview with the Students

Q : What the problems in implementing the use of *Google Classroom* in face-to-face learning?

S1 : “I think learning with *Google Classroom* is comfortable because it can re-access assignments-assignments or previously studied material but that is often felt is network problems.”

“Menurut saya belajar dengan *Google Classroom* itu nyaman karena dapat mengakses kembali tugas-tugas atau materi sebelumnya yang sudah dipelajari tetapi sering terkendala masalah jaringan.”

S2 : “With *Google Classroom* material is easier to convey, with *Google Classroom* also assignments so it’s easier to do because if you don’t use *Google Classroom* you can sometimes forget that there is an assignment but in the learning process with *Google Classroom* media is a network problem and mobile phone memory is full.”

“Dengan *Google Classroom* materi jadi lebih mudah tersampaikan, dengan *Google Classroom* juga tugas-tugas jadi lebih mudah untuk dikerjakan karena kalau tidak menggunakan *Google Classroom* kadang bisa lupa bahwa ada tugas tetapi dalam proses pembelajaran dengan media *Google Classroom* adalah masalah jaringan dan memori handphone penuh.”

S3 : “It is more comfortable because the task can be done with a predetermined deadline but that is felt is sometimes feeling lazy due to an inadequate network.”

“Lebih nyaman karena tugas dapat dikerjakan dengan deadline yang sudah ditentukan tetapi kadang-kadang merasa malas disebabkan jaringan yang tidak memadai.”

S4 : It is easier because it can reduce paper usage because it is done directly in *Google Classroom* without being written on paper again but The network at school is sometimes lost and unstable.”

“Lebih mudah karena dapat mengurangi penggunaan kertas karena dikerjakan langsung di *Google Classroom* tanpa di tulis di kertas lagi tetapi Jaringan di sekolah kadang-kadang hilang dan tidak stabil.”

3. Health Protocol

After almost a year of full face-to-face learning without restrictions, SMA Negeri 1 Kota Besi is no longer without health protocols.

- Check the temperature using thermogenic when arriving at schools. This is no longer strictly enforced by the school.
- Wearing of masks, if previously teachers and students were advised to use double masks, now the use of masks has loosened a bit, because they are only used when coming and going home.
- Washing hand, this is also starting to be rarely done by students of SMA Negeri 1 Kota Besi.
- Physical distance, from the results of the warnings that the researcher did, SMA Negeri 1 Kota Besi no longer carried out physical distancing because it was deemed safe enough from the dangers of Covid-19.

4. Research Subject Criteria

Research subject, are people, places, or objects that are observed in the context of machining as targets (Indonesian Dictionary, KBBI, 1989:862). In research activities, the determination of research subjects is an important part related to the achievement of objectives and the quality of research content. This is because the research subject is the main source of research data. Research subject in qualitative research are called informants, namely those who involved in research. Informants are people who will be asked for information about the object of research and know and understand the problem under study. The selection of informants according to Spradley in Iskandar is by determining subject who are

easy to be used as sources of information, not difficult to contact and easy to obtain permission to conduct research.

In this study, researcher asked the English teacher for help to choose research subjects, namely 4 eleventh grade students. The 4 students selected were deemed able to represent the research answers to collect data, this was assessed from the criteria of active and inactive students in class.

B. Discussion

a. The using of *Google Classroom* in English Face-to-face Learning

Face-to-face learning is a direct learning process between teachers and students. Face-to-face learning has been running effectively for now. The right learning model to be used by teachers, especially high school students, is a fun, flexible and easy to understand model for students. The face-to-face learning process using *Google Classroom* media by English teacher at SMA Negeri 1 Kota Besi considers that online learning media such as *Google Classroom* are very popular learning media and have been widely used since the case Covid-19 pandemic, especially its use which is considered to support the success of an online learning activity. The data collection process was carried out before and during the research. This research was conducted by direct observation of the implementation the use of *Google Classroom* in English learning.

Regarding the results of the interview above that as a teacher not only acts as a model for the students her teaches, but also as a manager of learning. Thus the effectiveness of the learning process lies on the shoulders of the teacher or in other words the success of thr learning process is largely determined by the quality of the teacher.

b. The Using Of *Google Classroom* Procedures In Face-to-face Learning

After hearing the English teacher answer regarding face-to-face English learning procedures with *Google Classroom* media in learning English, there are many things that must be considered in improving the quality and quality of students learning, such as techniques, models, methods, strategies and approaches that must be used in the process of learning activities. Because basically a teacher encounters many problems that are related to efforts to increase student activities and learning outcomes when teaching in class or the learning process takes place. The right learning approach has an important role in efforts to achieve maximum learning outcomes. In an effort to improve learning outcomes, there is a need for harmony between teachers and students regarding the learning materials that are studied, studied and studied (Anton Suwito, 2015: 843).

So the writer can conclude that by carrying out the English learning process with *Google Classroom* media, it is inseparable from the role of a teacher in designing the learning process so that the learning process can run smoothly, effectively and can achieve maximum results in accordance with the objectives of the learning process.

c. The Learning Method Used

It should be noted that in carrying out the learning process, to teach students so that learning objectives can be achieved optimally, there are various learning methods. The method is the method used to implement the plans that have been prepared in real activities so that the objectives that have been prepared are achieved optimally. Learning methods are very varied so that teachers must be good at choosing learning methods that are in

accordance with the material being taught. The success of the method really depends on the ability of the teacher and the activeness of students in learning (Ifan Junaedi, 2019: 121).

According to Usman, group discussion is an orderly process that involves a group of people in informal face-to-face interactions with various experiences or information, drawing conclusions or solving problems. Meanwhile, Ernasari, stated that discussion is a responsive scientific skill that contains an exchange of opinions woven with problematic questions, the emergence of ideas and testing of ideas or opinions is carried out by several people who are members of the group which are directed to obtain solutions to the problem and to seek solutions. (Netti Ermi, 2015: 159-160).

From some of the definitions above, it can be concluded that the discussion method is a way of delivering learning material by exchanging ideas between teachers and students or students with students. In addition, the discussion method foster students students' motivation to think or express their own opinions with insight into knowledge and being able to find answers. According to Drs. Roestiyah N.K, the question-and-answer method is a way of teaching where the teacher and students are active together, the teacher asks the students to give answers, the students express new ideas and with this the teacher aims (Roestiyah, N.K, 1986: 70).

According to Drs. Soetomo question-and-answer method is a method where the teacher uses / gives questions to students and students answer, or vice versa students ask the teacher and the teacher answer students' questions (Soetomo, 1993: 14). The question-and-answer method according to Syaiful B. Djamarah is a way of presenting lessons in the form of questions that must

be answered, especially by teachers to students, but can also from students to teachers (Zakiah Daradjat, et al, 2008: 138).

Based on some of the opinions above, it can be concluded that the question-and-answer method is a lesson delivery technique where teachers and students are active, asking questions have an important role in teaching and learning activities. Well structured questions and appropriate submission techniques will increase student participation in teaching and learning activities, arouse students' interest and curiosity about the problems being discussed, develop students' active thinking and learning patterns and focus students' attention on the problems being discussed.

From several opinions regarding the question and answer method and discussion in carrying out the learning process, the author can conclude that the choice of the two methods in carrying out the face-to-face English learning process with *Google Classroom* media is very appropriate because the question-and-answer method and the discussion method are the most appropriate methods to be applied and can implemented effectively to support students' learning motivation when carrying out the learning process.

d. Use of Online Media, Google Classroom Application

Talking about the *Google Classroom* feature in the face-to-face English learning process, of course it will be difficult to achieve optimal words, but learning will still run smoothly. From the results of the interview above, it can be concluded that with the *Google Classroom* feature, at least teachers will always try to do their best so that an effective learning process is achieved, the use of *Google Classroom* media in the face-to-face English learning process at SMA Negeri 1 Kota Besi when this, with the various

features that exist and are used in the learning process, is certainly very helpful.

e. The Reason for Using Google Classroom Media in English Learning

The researcher concludes that the reasons given by the English teacher at SMA Negeri 1 Kota Besi in implementing the use of *Google Classroom* media in addition to facilitating the learning process, it is also a strategy teacher in teaching to improve motivation, discipline and student learning outcomes. Based on the results of researchers' interviews with English teacher at SMA Negeri 1 Kota Besi, it can be concluded that the implementation the use of *Google Classroom* media in English learning is carried out with procedures or steps that have been compiled and planned carefully in advance by English teacher, the selection of a good and not boring method becomes the carrying capacity in implementing the use of *Google Classroom* media as well as the reason and objectives in implementing the use of *Google Classroom* media is to increase motivation, discipline and learning outcomes of SMA Negeri 1 Kota Besi students in learning English. The selection of *Google Classroom* is deemed very appropriate, therefore it is hoped that the teacher will find it easier to provide learning and of course the teacher concerned will continue to do her best to optimize the learning process so that students will be interested and actively involved in the learning process and can produce good results well as expected.

f. The problems in implementing the use of Google Classroom in English learning

Based on the results of research conducted by researcher through interviews with English teacher and several students, researcher got answers

about factors that affect the implementation the use of *Google Classroom* media, namely there are supporting factors and also inhibiting factors. Implementing the use of *Google Classroom* media to students is not easy activity. In its realization, it requires many supporting factors to obtain optimal results in forming responsible and disciplined students in learning. Patience and enthusiasm are the main keys to going through the stages of introducing and getting used to it.

Supporting factors in the implementation the use of *Google Classroom* media in English learning at SMA Negeri 1 Kota Besi, can be broadly influenced in terms of the availability of infrastructure and in terms of the ability to run *Google Classroom* media itself. Without the support of these two things, it is certain that the face-to-face English learning process using these media can be hampered. So, from what the English teacher said in the interview above, the researcher concludes that the easy use of *Google Classroom* online media is one of the supporters in implementing the use of *Google Classroom* media in learning English. in this case, *Google Classroom* as a learning media already supports this. So that users will be able to easily understand the various services and the purpose of the various features it offers. Based on the results of interviews with the English teacher who said that the use of *Google Classroom* media was quite easy, this was in accordance with the results of observations made by researcher that: “*Google Classroom* can make it easier for users to carry out the learning process because *Google Classroom* offers various features outside the media that are integrated with Google account. *Google Classroom* can be integrated by collaborating the media with various Google Services such as Google Forms,

Google Books, Google Calendar and others.” With this support, the use of Google Classroom will be more varied in learning. While the supporting factors in terms of the availability of infrastructure, one of which is easily accessible via a smartphone or computer. Technological developments that occur in the digital era, have resulted in humans being able to easily access various things through smartphones. However, often activities that use smartphones are constrained by the specification that are less qualified. So it is necessary to have technology that can be accessed via smartphones and computers so that it does not become an obstacle when one of them has problems. Based on this, *Google Classroom* media is one of the media that already supports this feature.

Thus, it can be seen that in terms of the ability to run *Google Classroom* media and the availability of infrastructure, there are supporting factors for the implementation the use of *Google Classroom* media in English learning at SMA Negeri 1 Kota Besi. Support in terms of the form of ease of using the media and ease of integration with other Google features, while support from the infrastructure side can be in the form of easy access via a computer or smartphone and low costs required. The supporting factors can be used as a reference for weighing in the implementation the use of *Google Classroom* media in English learning at SMA Negeri 1 Kota Besi. The inhibiting factor is something that cannot be separated in a program or activity, the road is not always straight and smooth, of course there are turns, holes and gravel that adorn it. Likewise, the implementation the use of *Google Classroom* media in English learning at SMA Negeri 1 Kota Besi also found

several obstacles, as described by an English teacher at SMA Negeri 1 Kota Besi.

Internet connection is a mandatory requirement in using *Google Classroom* media. without the internet, this media will not be able to connect to the class or server used by teacher and students. In addition, to get good connectivity, a stable network and internet quota are also needed. This is as expressed by the students of SMA Negeri 1 Kota Besi. The expressions of some students from the interviews above also provide clues that the students of SMA Negeri 1 Kota Besi come from various circles. There are some students who have devices that already fully support *Google Classroom* media, and there are also some who have devices that do not support *Google Classroom* media. this can make students' devices an inhibiting factor from the implementation the use of *Google Classroom* media in English learning at SMA Negeri 1 Kota Besi.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the results of the research and discussion above, the following conclusions can be drawn:

1. The implementation the using of *Google Classroom* in face-to-face English learning at SMA Negeri 1 Kota Besi has been carried out since middle-2021 where the beginning of the implementation of face-to-face learning after online learning caused by the Covid-19 pandemic. The ease of using *Google Classroom* is one of the reasons why the media is used. The face-to-face learning process with *Google Classroom* media has been implemented and is running as it should, the teacher has tried to prepare and provide the best for the passage of a learning process so that it can be carried out properly and directed. The use of learning methods such as discussion and teacher question-and-answers is expected to make students active in the learning process so that they can increase students' motivation and learning outcomes.
2. The Problems in Implementing the use of *Google Classroom*
 - a. Supporting factors in implementing the use of *Google Classroom* media in face-to-face English learning at SMA Negeri 1 Kota Besi, on supporting factors in carrying out *face-to-face learning* processes with *Google Classroom media*, namely *Google Classroom media* which is practical and easy to use, making it easier for teachers to delivering material and sending assignments, *Google Classroom* can also store

documents or files safely so that the material in *Google Classroom* can be studied again by students at anytime.

- b. The inhibiting factors in implementing the use of *Google Classroom* in face-to-face English learning at SMA Negeri 1 Kota Besi, the inhibiting factors in carrying out face-to-face learning process with *Google Classroom* are the limited availability of tppls such as school wifi and LCD projectors, lack of equipment be one of the limiting factors. In addition, an unstable internet network is also an inhibiting factor in implementing face-to-face English learning with *Google Classroom* because it can reduce the effectiveness of the learning process. Mobile phone memory that is quickly filled with incoming documents or files is also an inhibiting factor.

B. Suggestion

Based on the research results and conclusions, the researcher can provide suggestions or input that may be useful for school institutions that are the object of research. So that it can be used as motivation or input. In this regard, some suggestions that researcher recommend are:

1. For teachers, must be more creative and innovative in managing learning. This is so that can attract students to learn. In addition, the teacher should provide opportunities for students to learn from various sources others to gain a lot of knowledge and of course have broad minds.
2. For students, it is better to increase interest in learning where not only learn from the sources provided by the teacher, but also learn from various sources relevant. Important things to improve namely interest in reading or literacy.

3. For school, more tools or media that can support the learning process such as LCD projectors and expanding the reach of WIFI in school.
4. For further researchers, should arrange a schedule and the right time allocation target to run effectively and efficiently in carrying out research.



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