

**ANALYSIS OF THE PROBLEM OF USING GOOGLE  
CLASSROOM IN TEACHING ENGLISH  
AT GRADE 2 OF SMAN 4 PALU**



**A SKRIPSI**

*Submitted to Fulfill One of The Requirements in the Skripsi For the Degree of  
Sarjana Pendidikan For English Tadris Department Teacher Training and  
Tarbiyah Faculty at the State Islamic University Datokarama Palu*

**By**

**CAHARIA SENTIKA**

**181160063**

**ENGLISH TADRIS DEPARTMENT  
TEACHER TRAINING AND TARBIYAH FACULTY  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
2023**

#### STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: "**Analysis of The Problem of Using Google Classroom in Teaching English at Grade 2 of SMAN 4 Palu**". has been officially approved as my work and it has not been and will not be submitted in the whole or part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, 29<sup>th</sup> December 2022 M.  
29<sup>th</sup> Dzulkaidah 1443 H.

**Researcher,**



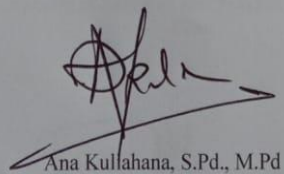
**Caharia Sentika**  
**NIM : 181160063**

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The thesis is entitled "Analysis of The Problem of Using Google Classroom in Teaching English at Grade 2 of SMAN 4 Palu". By Caharia Sentika NIM: 181160063, The student of English Tadris Study Program Tarbiyah and Teacher Training Faculty, State Islamic University Datokarama Palu. After carefully researching and correcting the thesis, each supervisor considers that the thesis has met the scientific requirements and can be tested in front of the examiner lecturer.

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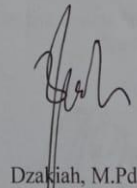
Supervisor I



Ana Kullahana, S.Pd., M.Pd

NIP. 19820214 200501 2 004

Supervisor II



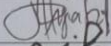


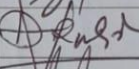
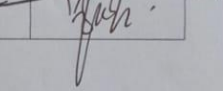
Dzakiah, M.Pd

NIP. 19920629 201903 2 017

### LEGALIZATION

A thesis by Caharia Sentika, NIM. 181160063 entitled “Analysis of the Problem of Using Google Classroom in Teaching English at Grade 2 of SMAN 4 Palu” which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 30<sup>nd</sup> January 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

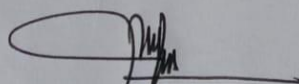
### BOARD OF EXAMINERS

Position	Name	Signature
The Chairman	Hijrah Syam, S.Pd., M.Pd	
The Examiner I	Drs. Muhammad Ihsan, M.Ag.	
The Examiner II	Mohamad Syafri, S.Pd., M.Pd.	
The Supervisor I	Ana Kuliahana, S.Pd., M.Pd.	
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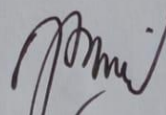
Approved by:

Faculty of Tarbiyah and Teacher Training  
Dean,

English Tadris Study Program  
Head,



Dr. H. Askar, M.Pd.  
NIP. 19670521199303 1 005



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19660215199203 1 013

## FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على اشرف الانبياء والمرسلين سيدنا محمد وعلى  
آله واصحابه اجمعين, اما بعد

Praise and gratitude the researcher expresses the presence of Allah SWT, who has bestowed all the graces and guidance so that the researcher can finish this thesis. Shalawat and greetings are dedicated to the great Prophet Muhammad SAW, along with all his family and friends who have provided various examples of life as a guide for his people.

The researcher is fully aware that in writing this thesis he received a lot of moral and material assistance from various parties. Therefore, with all humility, the author would like to thank:

1. My beloved parents, Satir Toyono and Siti Umrik Gurwati, have raised, educated, and financed the researcher in her study activities from elementary to tertiary education.
2. Prof. Dr. H. Sagaf S. Pettalongi, M. Pd, as the Rector of the State Islamic University Palu, has given authority, encouraged, and provided policies in the lecture process so far.
3. Dr. H. Askar, M.Pd. as the Dean of FTIK UIN Palu and Dr. Arifuddin M. Arif, S.Ag., M.Ag., as the Deputy Dean for Academic and Institutional Affairs at the Faculty of Tarbiyah and Teacher Training at UIN Palu, Dr. Ahmad Syahid, M.Pd as deputy dean of general administration, planning, and finance, and Dr. Elya, S.Ag, M.Ag., as the deputy dean for student

affairs, alumni and collaboration of FTIK UIN Palu and all elements of the leadership of the Tarbiyah and Teacher Training Faculty who have directed the author during the lecture process.

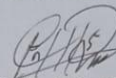
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D as the Head of the English Tadris Department and Hijrah Syam, S.Pd., M.Pd as the Secretary of the English Tadris Department.
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even shared dreams. And thanks to my friends from the class of 2018 who have encouraged me so that I can complete this final assignment.

Finally, to all parties, I hope that all the help given to the author is infinite from Allah SWT.

Palu, 29<sup>rd</sup> December 2022 M.  
29<sup>rd</sup> Dzulkaidah 1443 H.

**Researcher,**



Caharia Sentika  
NIM :181160063

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## ABSTRACT

**Name : Caharia Sentika**

**NIM : 18 1160063**

**Entitled: Analysis of The Problem of Using Google Classroom In Teaching English at Grade 2 of SMAN 4 Palu**

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The background of this research is the need to find out the problems faced by teachers in using Google Classroom in English class II students at SMAN 4 Palu. The research problems are what is the problem faced by the teacher in using Google Classroom in English lessons? And how to solve the problem of Google Classroom in English lessons?

The purpose of this study was to find out the problems faced by teachers in using Google Classroom in English class II students at SMAN 4 Palu. This study used qualitative description. The informants in this study were the principal, two English teachers, and 10 second-grade students. Data collection techniques, interviews, and documentation. This research started from July 22 to August 23, 2022.

The results of this study are the problems faced by teachers in using Google Classroom in English lessons such as speaking, listening, writing, and reading. due to the lack of features in Google Classroom, it is difficult for teachers to teach speaking and listening material in Google Classroom. So many teachers have turned to other applications such as WA/Google meet to support the ongoing learning process in Google Classroom. As for writing and reading, the teacher has problems correcting student assignments because there is no room for correcting student assignments in Google Classroom. So the teacher does it in the comments column to correct student assignments. As well as one teacher stated that Google Classroom was only used as a gathering of assignments and materials.

As for solving teacher problems in using Google Classroom, the focus is on using it as a means of sharing material, giving assignments, and submitting assignments. As well as the incomplete features of Google Classroom Namely, switching to other applications to support the ongoing learning process in Google Classroom. is one of the applications used in WA / Google meet. Because one of the teachers emphasized that the Google Classroom application was only used as a collection of assignments and materials. And what do teachers do when learning English if students don't understand the material shared in Google Classroom then the teacher needs to explain the material again while students are asked to look for references to the same material on Google. And the teacher also gives quizzes to students and the teacher makes observations of students to what extent students understand the material explained at the beginning of the previous lesson.

## CHAPTER I

### INTRODUCTION

#### A. Research Background

Education is an effort that can accelerate the development of human potential to be able to carry out the tasks assigned to them because only humans can be educated. According to Hiimi, the learning process has a very important role to improve the quality of education, so that the learning that will be held prioritizes and benefits students. This can be done by creating a learning atmosphere that can stimulate the ability of students to explore their potential optimally in a creative, innovative, and fun way.<sup>1</sup>

Currently, with the development of technology, the learning process in English can be done by utilizing learning media one of which is the use of Google Classroom. Google Classroom Apps For Education (GAFE) was released to the public on August 12, 2014. Google Classroom is an application that allows the creation of a classroom in cyberspace. It can be a means of distributing tasks, submitting assignments, and even assessing collected tasks (Shahroom and Hussin, 2018).<sup>2</sup> It can be obtained free of charge by first registering with a Google Application For Education account. This application is very useful for online learning and can be used for any device. One of the sophistication of this application is that it can be used together in groups collaboratively.

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<sup>1</sup>Bagus Setyo Whidiarto, Anggi Noviasari, *Problematika Pembelajaran Daring Geografi Melalui Google Classroom di SMAN 1 Nguter*, Journal pendidikan dan pembelajaran, Vol. 5 No. 4. Desember 2020

<sup>2</sup>Shahroom, A.A and N. Hussin. 2018 Industrial revolution 4.0 and education International Journal of Academic Research in Business and Social Sciences 8 (9) : 314-319.

There are several benefits that we get from Google Classroom in its utilization as a Learning Management System (LMS Soliman, 2014, Syakur, 2019). Such as setting, saving time, improving cooperation and communication, centralized data storage, and fast resource sharing.<sup>3</sup>

Motivation drive learners in reaching learning goals. It is important to recognize the fact that motivation in learning is a central element of good teaching. This implies that learners' motivation is probably the single most important element of good learning. Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Students' motivation to learn is of special importance because students' mere presence in the class is of course, not a guarantee that students want to learn. It is only a sign that students live in a society where children are required to attend school. Since modern education is compulsory, the teacher cannot take learners' motivation for granted, and they have a responsibility to ensure learners are motivated to learn. The teacher must persuade learners to want to do what they ought to do.<sup>4</sup>

I hereby want to conduct this research because before the occurrence of covid-19 students carried out the learning process normally (offline) and were not familiar with Google Classroom. Then during the covid-19 pandemic, the teaching and learning process in school was online as for the media used in online learning including Google Classroom, WhatsApp, etc. In this case, the most

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<sup>3</sup>Abd. Syakur, Sugirin, Widiarni, "The Effectiveness Of English Learning Media Through Google Classroom In Higher Education Vol. 2, No 1, March 2020, Page:475-483.

<sup>4</sup>Jacob Filguna, John Sakiyo, D.M Gwany and A.U Okoronka, "Motivation In Learning, Asian Journal of Education and Social Studies, Published 09 September 2020.

widely used application, one of which is Google Classroom, makes me interested in researching the obstacles that occurred during the learning process using Google Classroom. It is important to examine the problem that exists in students learning process so that any problems faced By students can be solved.

SMAN 4 Palu is one of the schools that use Google Classroom as a learning medium, through Google Classroom the students' tasks are assigned by the teacher and they submit their answer sheets to the Google Classroom Application. Students are also given subject matter through Google Classroom Based on the explanation above the author is interested in conducting the **Analysis of the Problem of Using Google Classroom in teaching English at grade 2 of SMAN 4 Palu.**

### **B. The problem of the Research**

Based on the description of the background above, the author can raise the formulation of the problem namely:

1. What is the problem faced by the teachers in using Google Classroom in English lessons?
2. How to solve the problem of Google Classroom in English lessons?

### **C. Research objective and research benefits**

1. Research purpose
  - a. Find out the problem of using Google Classroom in teaching English at grade 2 of SMAN 4 Palu.
  - b. Find out the solution to the problem analysis of using Google classroom in teaching English at grade 2 of SMAN 4 Palu.



## 2. Benefits of research

Conducting research is an important part of the college experience, especially as an undergraduate.

- a. Theoretical benefits are that the author wants to horizons in considering the supporting factors in the success of the teaching and learning process.
- b. The practical benefit is to improve the quality and creativity in the learning process

### **D. Definition of Key Terms**

To further deepen the understanding of the object of discussion and avoid misunderstanding the title of this research, the author needs to explain several meanings of words or terms contained in the title of this study, namely:

1. A problem is a statement about a situation that is not what is expected, usually, a problem is considered something that must be solved.
2. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need.
3. English is one of the foreign languages that must be learned, English is must learn from elementary school to university. English teachers play an important role in teaching English skills to studeents.

### **E. Thesis Outline**

To facilitate the reader's understanding of this research, the authors describe the systematic discussion as follows:

Chapter I is an introduction consisting of several substances, background of study, the problem of the research, research objective and research benefits, definition of the key terms, and thesis outline.

Chapter II will be described in a literature review consisting of previous research, and several theories that are closely related to the research title raised

Chapter III describes the research method which includes the research design research location, presence of the researcher, data sources, data collection technique, data analysis technique, and checking the validity of data.

Chapter IV results and discussion is part of explaining the description of the research object, data analysis, and discussion

Chapter V closing is the last part of writing the thesis. This section contains conclusions and suggestions.

## CHAPTER II

### RELATED LITERATURE REVIEW

#### A. Previous Research

Previous research is the result of research conducted by previous researchers which has been tested for correctness using the method used. Previous research can serve as a reference for current researchers.

Farid Maulana research entitled "*Google Usage Problems Classroom As A Learning Facility Due To The Covid-19 Pandemic Against Motivation To Study Science At SMP Negeri 4 Salatiga For The 2019/2020 Academic year*". This study uses a descriptive qualitative approach. In obtaining the data, the researcher used the method of observation, questionnaires, interviews, and documentation. Data analysis In this study includes the data reduction stage, the data presentation stage (Data Display), and the conclusion drawing/verification stage. Checking the validity of the data using triangulation of data sources. The results of this study conclude that (1) internal problems include students having difficulty operating the Google Classroom there are 1.03% of students who do not have smartphones, there are students who do not understand the content of the material, and the lack of explanation of science material that has been conveyed by the teacher via Google Classroom. Problems that are external include students getting less attention and support from the family and environment and the lack of direct interaction between teachers to students. (2) the principal's efforts, namely for students who have difficulty in terms of infrastructure,

the homeroom teacher is tasked with collecting data later by the parties. Schools are assisted in the form of providing internet data. In addition, do not forget to motivate the form of videos that can be directly accessed by students through forums on Google Classroom, the teacher's efforts are to use learning in the form of videos and monitor each student's progress in understanding learning through Google Classroom, student's efforts are to find material that has not been understood through Google, youtube as well as several other book sources. The level of motivation to learn science at SMP Negeri 4 Salatiga in learning using Google Classroom during the covid-19 outbreak is moderate with a frequency of 28 and a percentage of 56%.

The similarities between the researcher's research with his research are using a qualitative approach. Using the same data collection techniques namely observation, interviews, and documentation, the object of the research is the same, both studies discuss the motivation to learn using Google Classroom. The difference is, the subject that is focused on, the location of the research, the time of the research, the use of the questionnaire, and the research subjects.<sup>1</sup>

Kami Kostia Leza Intan Permata research entitled "The Problem of Using Google Classroom Sehagni as a Learning Tool In Ea Covid-19 in Islamic Religion Education Subject Class XI State Senior High School 6 Bengkulu City. The type of research used in this study is qualitative, with a descriptive approach and data

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<sup>1</sup>Farid Maulana, *Problematika Penggunaan Google Classroom Sebagai Sarana Pembelajaran Akibat Pandemic Covid-19 Terhadap Motivasi Belajar Ipa di SMP Negeri 4 Salatiga Tahun Pelajaran 2019/2020*, Program Study Tadris Ilmu Pengetahuan Alam, Fakultas Tarbiyah dan Ilmu Keguruan, Institute Agama Islam Negeri (IAIN) Salatiga Tahun 2020.

collection techniques used include observation, interviews, and documentation. The informants in this study amounted to 12 people, namely 1 principal of SMA Negeri 6 Bengkulu City, 2 PAI teachers, and 9 students of SMA Negeri 6 Bengkulu City. The results of this study are that the problems of using Google Classroom from a technological perspective are still inadequate, such as unstable networks, many students do not have smartphones and laptops to do online learning, there are still many teachers who are not proficient in using technology and social media for distance learning. It is difficult to do directly and there are still many students who do not understand how to use technology for learning. Meanwhile, in dealing with the problems of using Google Classroom as a learning tool, the school explains the use of Google Classroom before learning activities are carried out, the school provides a study quota that can facilitate internet access for students at SMA Negeri 6 Bengkulu City and all the teacher councils always motivate students during the learning process. In addition, teachers join all WhatsApp (WA) groups for learning classes and applications in Google Classroom. So that teachers can directly supervise learning activities in the network (online).

The similarities between the research's research with his research are using a qualitative approach, and the use of data collection techniques, the research subject are both high school students, and both studies discuss the problems of using Google

Classroom in learning. The difference, is research location, research time, and subject focus.<sup>2</sup>

## **B. Literature Review**

### **1. Problem**

#### a. Definition of problem

The definition of a problem is something that has to be solved or an unpleasant or undesirable condition that needs to be corrected. In the second of the big Indonesian dictionary the word “problem” means “problem, problem” while the word “problematics” is something that still causes the problem. The problem has not been solved Furthermore, it is stated that the problem (problematics) comes from Arabic whose plural form is al-masail or the word the problem in Arabic. English has different meanings and meanings from the statement and its plural form and Arabic is al-as ‘ilah or the question in English. At first, the simplest form of the problem is the plural between what is expected or desired wit what is obtained or felt. From some of the options above it can be analyzed that the word “problem” is a problem which is the basic word of “problematics” itself. While problematic is something that can cause a problem, problems or problems in a certain situation thus the problem must be immediately a good solution it will hinder, the stability of certain conditions. In

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<sup>2</sup>Karmi Kostia Leza Intan Permata, *Problematika Penggunaan Gooogle Classroom Sebagai Sarana Pembelajaran Di Era Covid-19 Pada Mata Pelajaran Pendidikan Agama Islam Kleas Xi Sekolah Menegah Atas Negeri 6 Kota Bengkulu*, (Skripsii) Program Studi Pendidikan Agama Islam, Jurusan Tarbiyah, Fakultas Tarbiyah Dan Tadris, Institute Agama Islam Negeri (IAIN), Bengkulu 2021

learning the problems that are often faced are obstacles to achieving the goals optimally the problematics consist of various aspects that become problem indicators.

#### b. Problems in learning English

Learning problems are a situation when students cannot study as usual. It hinders the students learning process. These problems affect students in learning English as a foreign language. Problems make students unable to achieve the goals of learning English. And also makes learning English even more difficult.<sup>3</sup> Foreign students of English have problems with all four language skills. They feel their biggest problem is speaking and listening, while reading is not a problem and writing is the least problem. The problem is; first, students are not sure about the grammatical structure. Students have less vocabulary. They don't know how to compose sentences; second, students do not know how to grasp the meaning of sentences in time and distinguish words that sound similar; third, the student always thinks about their mother tongue before producing words orally.<sup>4</sup> This is also because students are afraid to make mistakes when speaking, lack vocabulary, and are ashamed to make mispronunciations; and fourth, students lack vocabulary and do not understand structure and grammar.

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<sup>3</sup>Syaiful & Sagala. 2018 . *Supervise Pembelajaran*. Bandung : Alfabeta. pp. 27

<sup>4</sup>Islam, S.M. (2019). Bangladeshi University Students' perception On Using Google Classroom For Teaching English. *International Journal of Psycho-Educational Science*. 8(2), 57-65

### c. Problems in learning English using Google Classroom

Google Classroom is the medium for students to learn English. Students have a challenge using it (Islam, S.M 2019). The most common challenge by students is the lack of proper knowledge of Google Classroom They also have some technological barriers. lack of personal message options, cheating opportunities, and auto-update home page issues.<sup>5</sup> Using Google Classroom is quite difficult because many students are not used to online learning. In addition, the classroom is used without any simulation of how to use it. Not infrequently because of this, some students are sometimes left behind in learning activities because they do not know how to use the learning application. Google Classroom also has some limitations, some of them are limited integration options, too googlish, no automatic, updates, and difficulty in editing issues. In addition, there is no auto-update feature in Google Classroom; it makes learners miss important announcements because they have to refresh them regularly.<sup>6</sup> This of course can affect student learning outcomes as well. (Pappas :2015).

English subject is one of the compulsory subjects in school, both elementary school, and high school. Previously, then how was the problem of using the classroom in English lessons One of the main problems is that English is not the mother tongue of the students, and not many students can understand English well.

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<sup>5</sup>Islam, S.M. (2019). Bangladeshi University Students' perception On Using Google Classroom For Teaching English. *International Journal of Psycho-Educational Science*. 8(2), 57-65

<sup>6</sup>Pappas, Christopher (2015). "Google Classroom Review : Pros and Cons of Using Google Classroom in elearning".



Plus students must be asked to use the classroom application to learn English.<sup>7</sup> This will certainly hinder the student learning process and make it difficult for students to master the learning material.

Another problem also comes from students' learning motivation, learning English using a classroom can be said to be less motivating for students to increase their interest in learning. The reason is when they are sent learning materials they already feel confused and lazy to study the material seriously.<sup>8</sup>

## **2. Google Classroom**

### **a. Understanding Google Classroom**

Google Classroom is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to the class then create and distribute assignments.<sup>9</sup> Within Google Classroom, students and teachers can have conversations about the assignment, and teachers can track the student's progress (Vangie,2020).<sup>10</sup> Besides Google Classroom was used to facilitate the professor or teacher with a student or in the virtual world (Liu & Chuang, 2016).<sup>11</sup>

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<sup>7</sup>Ni made dita sintadewi, 2020. Analysis of English learning difficulty of studnts in elementary school. International journal of elementary school

<sup>8</sup>Ayu f t, 2021. An analysis of Student Difficulty In English Online Learning. University of Muhammadiyah Pringesewu Lampung.

<sup>9</sup>Mike Okmawati, *the use of Google Classroom During Pandemic*, Journal of English Language Teaching vol 9 No.2 March 2020

<sup>10</sup>Beal, Vangie. (2020). Google Classroom. Editor of webopedia

<sup>11</sup>Liu, H.C., & Chuang, H.H. (2016). Integrating Google Classroom to Teach Writing in Taiwan. Minnesota eLearning Summit.

## b. Advantages of Google Classroom

According to Jazen M. and Mary quoted by Shampa Iftakhar, one of the strengths of the Google Classroom application is its flexible use, which means teachers and students can easily access and use the application both in face-to-face and full learning environments. online learning environment. With this app, teachers can explore and influence easier learning methods, manage student assignments and assignments, and communicate.<sup>12</sup>

### 1) Setting

The process of setting is fast and convenient setup process in Google Classroom is very fast and convenient when compared to having to install a local LMS or register with an LMS provider. Lecturers access the Google Classroom application and can start sharing an assignment and study material. Lecturers can do this by adding a list of students or sharing a unique code that allows access to their classes in Google Classroom. Google Classroom is simpler and easier for us, making it ideal for lecturers even with diverse e-learning experiences.

### 2) Saving Time

Students no longer have to download assignments given by lecturers. Only need to create and distribute assignment files for their students. Lecturers can also rank, provide feedback on all assignments, and conduct assessments using the Google Classroom application. Thus, there is potential to save most of the time for both

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<sup>12</sup>Shampa Iftakhar, "Google Classroom: What Works And How?", *Journal of Education Social Science*, (2016), 13.

students and lecturers. Everything is done paperless so that no time is wasted distributing physical documents and students can and learning can be adjusted to their daily schedules.

### 3) Improve cooperation and communication

One of the most important benefits of using Google Classroom is that it is possible to do it efficiently and collaborate. Lecturers can send a notification to their students to start discussions or inform them about certain learning activities. On the other hand, students have the opportunity to provide feedback to their friends by posting directly to the discussion flow in Google Classroom. Thus, if they need help because they have difficulty understanding an assignment or want to learn more about a particular topic, they can get direct input from their virtual classmates.

### 4) Centralized data storage

With Google Classroom, everything is in one central location. Students can see all their assignments in a specific folder, lecturers can save learning materials and activities for the school.

### 5) Fast resource sharing

Facilitators/lecturers have the power to share information and resources with their students directly. Instead of having to update e-learning courses or send individual e-mails to each student, all they have to do is access the Google Classroom application and distribute links to resources and additional e-learning material that can benefit their students. This allows students to get timely updates related to current

lessons so that they can better understand the material and access multimedia equipment that can enhance their e-learning experience.<sup>13</sup>

#### c. Disadvantages of Google Classroom

Besides having advantages, Google Classroom also has disadvantages in its use, namely:

- 1) Web-based Google Classroom requires students and teachers to be connected to the internet
- 2) Learning in individual form, reduces students' social learning
- 3) If students are not critical and material errors occur, it will have an impact on their knowledge.
- 4) Requires high specifications of hardware, software, and internet network<sup>14</sup>

#### d. Google Classroom features

The features contained in Google Classroom are as follows:

##### 1) Assignments

Assignments are stored and graded in Google's suite of productivity apps that enable collaboration between teachers and students. Or student to student.

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<sup>13</sup>Abd. Syakur, sugini, widiarni, *The Effectiveness of English Learning Media Through Google Classroom In Higher Education*, Journal Britian Internatioanl of Linguistics, Arts and education (BloLAE) vol. 2, No. 1 March 2020, Page:475-483.

<sup>14</sup>Ernawati, *Pengaruh Penggunaan Aplikasi Google Classroom Terhadap Kualitas Pembelajaran Dan Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI Di MAN 1 Kota Tangeranglatan*, (Skripsi: Fakultas Tarbiyah Dan Ilmu Keguruan Uniiversitas Islam Negeri Syarif Hidayatullah Jakarta, 2018,)

## 2) Grading

Google Classroom supports many different grading schemes. Teachers can choose to monitor individual student work, where students can view, edit, or retrieve individual copies. If the teacher didn't make a copy of the file, students can make one and paste it into the assignment.

## 3) Communication

Announcements can be sent by the teacher to the current class which can be commented on by students so that two-way communication occurs between the teacher and students. Several types of Google product media such as YouTube and Google Drive video files can be attached to announcements.

## 4) Password

Teachers can add students by giving them a code to join the class. Teachers who also manage classes can reuse existing announcements, assignments, or questions from other classes. Can also share writing in several classes. Student work, assignments, questions, grades, and comments can all be managed by one or all classes.

## 5) Mobile Application

The app allows users to take photos and paste them into their assignments, share files from other apps, and supports online access.

All of these features can be used by teachers during learning. The first step is to log in using a personal Google account/Google email (Iskandar dkk, 2020: 145-146).<sup>15</sup>

e. The use of Google Classroom in the Reaching Learning process

In Google Classroom, teachers freely hand out a scientific assessment and provide an independent assessment for students (Wijaya, 2016).<sup>16</sup> Teachers can provide materials on the subject being taught. The teacher can post teaching materials, assign tasks for students and upload the students' grades so that they can immediately see the scores obtained in the course. Google Classroom also minimizes the cost incurred due to the use of more affordable stationery and other materials and can minimize time-released energy (Inous & Pengnate, 2018).<sup>17</sup> In short, the time and energy spent by Google Classroom users will be lesser than usual.

This platform can be one solution to complete the teaching-learning process while the school still can not be motivated. Google Classroom provides students to be independent, engaged and motivated because most young learners tend to use technology in their daily life. It also succeeds the teaching-learning process in the

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<sup>15</sup>Pratiwi Rsky Handayani, *Analisis Penggunaan Google Classroom Dalam Pembelajaran Jarak Jauh di Masa Pandemi Covid-19*, (Skripsi: Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Medan 2021.

<sup>16</sup>Wijaya, A (2016). Analysis of factors affecting the use of Google Classroom to Support lectures. In the 5<sup>th</sup> international Conference on Information Technology and Engineering Application (ICIBA2016).

<sup>17</sup>Inoue & Pengnate. (2018). Belief in foreign language learning and satisfaction with using Google Classroom to submit online homework of undergraduate students. 2018 International Conference on Business and Industrial Research

digital era as in industrial revolution 4.0 that the teachers are required to have the expertise, and ability to adapt to new technologies and global challenges.<sup>18</sup>

According to Dewi, (2020; 56), online/online learning is learning that is carried out remotely through parental guidance. With online learning, students have time to study anytime and anywhere. Interactions can be made through the Google Classroom application, video conference, telephone, and WhatsApp. Meanwhile, online/online learning media are learning media that are used in utilizing the internet network in its use. This online learning media itself usually uses applications on Android cellphones or uses websites. In practice, all uses of this learning media require the use of the internet, so that it can be operated. As for the use of media in online learning, teachers are given the freedom in choosing. Several platforms or online media can be used such as Google Classroom, Zoom, WhatsApp, and Google Meet.<sup>19</sup>

#### f. Teaching Problems

The challenge of effectively transferring in-person courses to online courses remains a problem. Anderson, Imdik, and Standerford, 2011 state that they believe one of the main challenges is the “disconnect between the way teachers teach” and

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<sup>18</sup>Mike Okmawati, *The Use of Google Classroom During Pandemic*, Journal of Language Teaching Vol 9 No. 2 March 2020.

<sup>19</sup>Ima Febrianti, *Implementasi Penggunaan Google Classroom Pada Pembelajaran Daring Masa Pandemi Covid-19 Di Kelas VI Sekolah Dasar*. (Skripsi: Progra m Studi Pendidikan Guru Sekolah Dasar Jurusan Pendidikan Anak Usia Dini Dan Dasar Fakultas Keguruan Dan Ilmu Pendidikan universitas Jambi Januari 2021.

the way that course content is taught in effective online classrooms. This disconnect, while not new, is problematic because many teacher education programs may not keep up with the evolving online teaching environment. Another challenge outlined by Anderson et al. (2011) Some institutions expect from their online courses. This includes faculty, student, program, and staff expectations. It is impossible to judge the effectiveness of this online course without clear guidelines and expectations that are followed by the instructor. furthermore, Anderson et al. (2011)<sup>20</sup> explained that the feedback they receive from students rarely helps them adjust their teaching to face-to-face teaching.

Here are some of the problems faced by teachers in using Google Classroom:

- a. The difficulties in explaining the material
- b. The teachers got frustrated in explaining them online for it was not easy to make sure that the students understood the explained materials.<sup>21</sup>

### **3. Teaching English**

Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities. Teaching English refers to teaching the English language to students with different first languages. Teaching English can occur either within the state school system or

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<sup>20</sup>Anderson, D., Imdieke, S., & Standford, N.S. (2011). Feedback please: Studying self in the online classroom. *International Journal of Instruction*, 4, 3-15.

<sup>21</sup>Rochayani Lestiyawati, Arif Widyantoro, *Strategies And Problems Faced By Indonesian Teachers In Conducting E-Learning System During COVID-19 Outbreak*. Journal of Culture, Literature, Linguistic and English Teaching. Vol 2, No.1 Mei 2020.



more privately, at a language school or with a tutor. Teaching English can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work or permanently). Teaching English teachers may be native or non-native speakers of English.<sup>22</sup>

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<sup>22</sup>Hilmiah, *English Teaching Methods Used By English Tutors In Teaching Vocabulary For Young Learners At Glc English Course Of Palangka Raya*, (skripsi) State Islamic Institute Of Palangka Raya Faculty Of Teacher Training and Education Language Education Department Study Program Of English Education 2016.

## CHAPTER III

### RESEARCH METHOD

#### A. Design of the Research

According to M.Greene's<sup>1</sup> descriptive qualitative research is an effort to comprehend not only the modes of cultural arrangements but how those arrangements are experienced by individuals, to provoke intelligibility and involve one personally and intersubjectively in conscious pursuits of meaning.

Methods of inquiry for carrying out these aims must be appropriate to the aims. It might be expected that the philosophers would remind us of Aristotle's dictum that each 'science' has its appropriate methods which can be found only in its distinctive subject matter. Qualitative researchers take the point seriously. This is not to say that different researchers will not borrow or share features of the method if they are useful. Each of the essayists, particularly those who build on anthropological and ethnographic bases, describe methods that are similar in some respects and even acknowledge that their inquiries might benefit from other perspectives and approaches. The point is that qualitative researchers will employ methods and

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<sup>1</sup>Greene, T.F (1971). *The Activities of Teaching* New York:McGraw-Hill

strategies that are consistent they will not superimpose a general method on experience but will be sensitive to the effects of methods on inquiry.<sup>2</sup>

### **A. Research Location**

This research was conducted in SMAN 4 Palu the reason the researcher chose this school as the location for the researcher is that the researcher knows the teaching and learning process using Google Classroom in English learning, which makes it easier for the author to research because it has an easily accessible location. The researcher has also coordinated with the teacher holding the English subject.

### **B. Presence of the Researcher**

In qualitative research, the researcher is the instrument itself. This researcher used qualitative as a method for collecting the data. Therefore, it is appropriate for this researcher since the researcher analyzed of the problem of using Google Classroom in teaching English at grade 2 of SMAN 4 Palu. Thus one of the researchers' roles here was is as an interviewer.

### **C. Data Sources**

Data collection plays a very crucial role in statistical analysis. In research, there are different methods used to gather information all of which fall into two categories i.e primary and secondary data (Douglas, 2015).

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<sup>2</sup>Robertr Sherman-Rodman B Webb, *Qualitative Researchin Education: Focus And Methods*, This Edition Published in the Taylor & Francis e-library, 2005, Published 1988 by Falmer Press. H.6  
Qualitative Research Ineducation : a Focus

According to brown (2002), the research data sources consist of primary and secondary research.

#### 1. Primary data

The primary resource was obtained based on “original data” what meant by original data means the research is done by collecting the data itself, for example by using interviews, questionnaires, observation, and documentation, primary data in this analysis of the problem of using Google Classroom in teaching English at grade 2 of SMAN 4 Palu. The population in this study was class XI, which consisted of 12 classes with a total of 400 students, the researcher chose XI as a randomly selected sample consisting of 10 students plus 2 English teachers and the school principal.

#### 2. Secondary data

Secondary data in research can be taken from books, articles, literary sources, and information obtained from the internet. Secondary research is very common in the field of literature or when you was write a literature review for primary research. So, secondary sources in this research were all relevant information found in the articles or journals, PDF, and books that were used to support the writing of this paper report.<sup>3</sup>

### **D. Data Collection Technique**

#### 1. Interview

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<sup>3</sup>Putri Arum Sari, *a Descriptive Analysis of Teacher' Difficulties In Teaching English Using Google Classroom at IAIN Salatiga, (Skripsi) English Education Department Teacher*. Training and Education Faculty State Intitute For Islamic Studies (IAIN), 2020.

The interview is a flexible and useful method of data collection and is especially appropriate for collecting information on participants' experiences, beliefs, and behaviors. Tod suggests that the flexibility of the structure of the interview is one of its greatest strengths. The interview facilitates the collection of large amounts of in-depth data, however, it is pertinent to note that it may be a costly and time-consuming method of data collection and analysis. The number of samples that the researchers interviewed were 10 people plus 2 English teachers and the principal. Similarly, the introduction of bias through the use of inadequate questioning is a potential disadvantage. The roles played by the interviewer and interviewee and the effect they may have on the interview process also need to be considered.<sup>4</sup>

### **E. Data Analysis Technique**

Data analysis in qualitative research is carried out at the time of data collection, after completion of data collection within a certain period. At the time of the interview, the researcher had analyzed the answer of the interviewees. If the interviewee's answer after being analyzed feels unsatisfactory, the researcher will continue the question again until data that is considered credible is obtained.

In this study, researchers used a qualitative data analysis of the Miles and Huberman model which consisted of (3) stages:

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<sup>4</sup>Michael Coughlan, *Interviewing in Qualitative Research*, Article in International Journal of Therapy and Rehabilitation. June 2009.

### 1. Data reduction stage

Data reduction is not something separate from analysis and is part of the analysis. The data obtained in the field is quite a lot, and for that, it needs to be recorded carefully and in detail. Data reduction can be defined as the process of reducing data, but in a broader sense is the process of improving data both reducing data that is less necessary and irrelevant and adding to data that is felt to be lacking.

### 2. Data presentation stage (*Data Display*)

After the data is reduced the next step is to display the data. Presentation of data is the process of collecting information that is arranged based on the required categories or groupings. Data display in qualitative research can be done in the form of brief descriptions, charts, the relationship between categories, flowcharts, and so on.

### 3. Conclusion drawing stage (*conclusion drawing/verification*)

The third step in qualitative data analysis according to Miles and Huberman is inference and verification. Conclusion drawing/verification is the process of formulating the meaning of the research results expressed in short-solid and easy-to-understand sentences and carried out by repeatedly reviewing the truth of the conclusion, especially about their relevance and consistency to the title, objectives, and formulation of the problem.<sup>5</sup>

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<sup>5</sup>Farid Maulana, *Problematika Penggunaan Google Classroom Sebagai Sarana Pembelajaran Akibat Pandemi Covid-19 Terhadap Motivasi Belajar Ipa di SMP Negeri 4 Salatiga Tahun Pelajaran 2019/2020*, Program Study Tadris Ilmu Pengetahuan Alam, Fakultas Tarbiyah dan Ilmu Keguruan, Institute Agama Islam Negeri (IAIN) Salatiga Tahun 2020.

## **F. Checking the Validity of Data**

Validity in qualitative research: The application of safeguards validity, defined as the trustworthiness of inferences (Eisenhart & Howe, Lincoln & Guba), has received considerable attention in qualitative methods literature.

The validity-checking technique of data the researcher will be used is triangulation. Triangulation involves using multiple data sources, investigators, theories, or methods, to confirm a warranted interpretation or conclusion.<sup>6</sup> In this study, researchers used triangulation of data sources to check the validity of the data in the research that had been done. Triangulation of data sources (data triangulation) is to test the credibility of the data by checking the data obtained from several sources. Data from these various sources will be described, and categorized, which views are the same which are different, and which are specific from these sources, cannot be averaged as in quantitative research after generating conclusions an agreement was requested with these data sources.

The researcher triangulated the data using the technique of comparing the data from the questionnaire with the data from the interview and triangulation (comparing the results of the interview and questionnaires between sources). In data collection

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<sup>6</sup>Katrina M. Daytner, *Validity In Qualitative Research : Application of Safeguards*, Western Illinois University EIS Department, h 3, 4. On June 10, 2006.

techniques triangulation can be interpreted as a data collection technique that combines various data collection techniques and existing data sources.<sup>7</sup>

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<sup>7</sup>Farid Maulana, *Problematika Penggunaan Google Classroom Sebagai Sarana Pembelajaran Akibat Pandemi Covid-19 Terhadap Motivasi Belajar Ipa di SMP Negeri 4 Salatiga Tahun Pelajaran 2019/2020*, Program Study Tadris Ilmu Pengetahuan Alam, Fakultas Tarbiyah dan Ilmu Keguruan, Institute Agama Islam Negeri (IAIN) Salatiga Tahun 2020.



## CHAPTER IV

### RESULTS AND DISCUSSION

#### A. Research findings

##### 1. School profile of SMAN 4 Palu

Initially, SMA Negeri 4 Palu was a Development Preparatory Middle School (SMPP) State 57 Palu which was established in 1976. And then based on the Decree of the Minister of Education and Culture Number: SK. D 353/O/1985 dated August 9, 1985, regarding the change of name from SMPN 57 Palu to SMA Negeri 4 Palu until now.

##### a. Very strategic location on the border:

1.	West Side	Jalan Mokolembake
2,	Nort	Jalan Pengeran Di Ponegoro
.3.	South	Jalan bantilan
4.	East	Lorong Bantilan (Bersebelahan PGRI 2 Palu )
5.	As for the land area	SMA Negeri 4 Palu adalah $\pm$ 3800 m <sup>2</sup> .

##### b. School land and buildings:

1.	The total area of the school grounds	3.800 m <sup>2</sup>
2.	Building area	3.123 m <sup>2</sup>
3.	Undeveloped land area	677 m <sup>2</sup>
4.	School ownership status	State property

5.	Land area certificate	3800 m <sup>2</sup>
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Since the establishment of SMP Negeri 57 and then changing its name to SMA Negeri 4 Palu, it has been led by 8 principals, namely:

This research was conducted within 1 month. Initial data/observations have been carried out by researchers during empty hours. Initial research was carried out on July 22 to August 23, 2022. By adjusting the informant's free time.

Supporting informants in this research are the principal, two English teachers, and 10 students because they are considered to have a relationship with the title that the researcher is doing and can help researchers to provide data about the title of the researcher, namely Analysis of the problem of using Google Classroom in teaching English at grade 2 of SMAN 4 Palu

The teacher is one of the most important factors in supporting English learning through Google Classroom, besides that the teacher is also a supervisor for social interaction when in the school environment and during teaching and learning in the classroom. The principal also has an important role in supporting the student's learning process in using Google Classroom, one of which is when students do not have an android phone/laptop. The principal provides a solution by lending a computer lab.

Principals, teachers, and students have an important role in this research because the data that researchers get is mostly obtained from students so researchers are helped in collecting research data

**Table 1. Number of students and study groups**

No	Class	Amount Student	Number of Study Groups
1.	X	420	12
2,	XI	392	11
.3.	XII	413	13
	Amount	1.225	36

## 2. Vision and Mission and the PSP goal of SMA Negeri 4 Palu

### Vision

The Realization of Superior Profiles of Pancasila Students in Science and Technology and IMTAQ Based on the vision above, the Mission and Objectives of SMA Negeri 4 Palu are formulated as follows:

No	Mission	Destination
1.	Creating students who believe and fear god almighty	<ol style="list-style-type: none"> <li>1. Implementing IMTAQ coaching for students with various religious beliefs and beliefs.</li> <li>2. The realization of a religious school culture through habituation of worship</li> <li>3. The formation of students who are faithful and pious and have tolerance for each other.</li> </ol>

2.	Realizing graduated who excel in academic fields	<ol style="list-style-type: none"> <li>1. The implementation of school assistance and services according to the potential of students in achieving academic and non-academic achievements.</li> <li>2. The realization of the independence of students through habituation activities in the academic and non-academic fields.</li> <li>3. The realization of the talents and interests of students as an effort to preserve art, culture, and local wisdom.</li> </ol>
3.	Realizing the learning process and mentoring in a professional disciplined and responsible manner with various learning innovations.	<ol style="list-style-type: none"> <li>1. The implementation of an active, creative, and fun teaching and learning process.</li> <li>2. The realization of the ability of the teacher to use IT in academic and non-academic activities.</li> <li>3. Implementation of competitive and innovative learning in IT-based academic and non-academic fields.</li> </ol>
4.	Creating a community school environment for learning	<ol style="list-style-type: none"> <li>1. The establishment of a healthy and safe school.</li> <li>2. The formation of education prioritizes the formation of a lifelong learning community for</li> </ol>

		school residents
5.	Realize education that prioritizes the formation of Pancasila student's profiles	<p>1. Formation of students who are social, independent, and care about the environment.</p> <p>2. Formation of students who master science and technology</p> <p>3. The formation of students with global insight</p> <p>4. The formation of professional students according to their majors/fields of knowledge.</p>

**Table 2. Facilities and infrastructure/condition of facilities**

No.	Facilities/Space	Jmh	Large (m <sup>2</sup> )	Condition			
				Well	Jml	Damaged	Jml
1.	Theory/Class	34	2028	✓	36		
2.	Laboratory						
	a. Physics Laboratory	1	105	✓	1		
	b. Biology Lab	1	105	✓	1		
	c. Lab. Chemical	1		✓	1		
	d. Computer Room	3	315	✓	30		
3.	Library	1	105	✓	1		
4.	RKB Scouts	1	156	✓	1		
5.	RKB Art Room	2		✓	2		

6.	Hall	2	119	✓	2		
7.	UKS/RKB	1	12	✓	1		
8.	Counseling Guidance	1	56	✓	1		
9.	Principal	1	56	✓	1		
10.	Vice Principal	1	30	✓	1		
11.	Teacher	1	162	✓	1		
12.	Operator	1	36	✓	1		
13.	Administration	1	242	✓	1		
14.	OSIS	1		✓	1		
15.	Tennis Court	1	350	✓	1		
16.	Football Field	1	1.000	✓	1		
17.	Volleyball Court	2	600	✓	2		
18.	Basketball Court	1	300	✓	1		
19.	Takraw Field	1		✓	1		
20.	Long Jump Tub	1	18	✓	1		
21.	Mosque	1	225	✓	1		
22.	Warehouse	3		✓	3		
23.	Provide Room	1		✓	1		

Analysis of the problem of using Google Classroom in teaching English at grade 2 of SMAN 4 Palu. This chapter consists of the researcher's result and explanation to answer problem statements. The researcher divides the data based on the result of the interview furthermore the researcher Analysis of the problem of using Google Classroom in teaching English at grade 2 of SMAN 4 Palu.

## **B. The English Teachers' Problems in Using Google Classroom in English**

### **Lessons**

English is one of the lessons taught by teachers at SMAN 4 Palu, using Google Classroom. English itself has 4 skills speaking, listening, writing, and reading. But in this case, the teacher is quite good at teaching speaking, listening, writing, and reading material. However, the teacher has one problem in teaching English material using Google Classroom, namely the problem faced by the teacher, namely: The incomplete features of Google Classroom.

In learning English, there are 4 English skills, namely speaking, listening, writing, and reading. However, in 4 English skills, not all of them can learn English in Google Classroom. One of them is speaking and listening. due to the lack of Google Classroom features. In this case, there are two features, which are not available in the Google Classroom application namely:

#### 1. There are no VC features in Google Classroom

Delivery of Google Classroom speaking and listening material is less effective. because speaking and listening materials require two-way communication and must be practiced directly, whereas Google Classroom does not provide the VC feature. Can't practice directly, so Google Classroom is only used for learning to write and read as well as for assignments.

As disclosed by mam Heny, English teachers

“When teaching speaking the teacher immediately switched to using Google Meet. I also usually use the Wa group to record voices and the most difficult thing is teaching speaking in Google Classroom. Because Google Classroom is not actually used for teaching but is only used to send assignments. So if I teach speaking directly using Google Meet Then when I teach listening I don't use Google Classroom. I use Google

Classroom only to collect reading and writing assignments, because Google Classroom does not have direct interaction like Google Meet”.<sup>1</sup>

Not only that but the results of this interview are also supported by the other English teachers. The problems experienced by English teachers when teaching speaking actually require face-to-face meetings. If you use Google Classroom, it is very limited in providing materials such as videos to children. While for listening to itself, the teacher usually sends listening material in Google Classroom but the teacher cannot control students one by one through Google Classroom. So who is really listening and who is listening but does not understand the material sent, This is the problem of English teacher 2 in teaching listening.

According to mam Alfin, an English teacher

“The problem is that speaking is used verbally/directly. In Google Classroom it is more difficult to give the material because it is limited, except for videos, the material is limited. In fact, Google Classroom cannot control students one by one, for example, there are 36 students listening. For example, sending a listening file in Google Classroom, the teacher can't control who is really listening and who only hears but doesn't understand”.<sup>2</sup>

The results of this interview were also supported by class XI, that speaking and listening material cannot be done in Google Classroom. Because learning speaking itself requires face-to-face meetings so the teacher switches to wa/zoom. And listening material is usually in the form of video/text, apart from that, another obstacle students face in using Google Classroom is not being able to download the material because some students' cell phones have little RAM.

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<sup>1</sup>Heny, English Teachers at SMAN 4 Palu “Interview” 16 August 2022

<sup>2</sup>Alfin, English Teachers at SMAN 4 Palu “Interview” 19 August 2022



“As for speaking in Google Classroom, actually we can't because we have to be face-to-face, so we usually switch to Wa/zoom. In addition, the teacher also teaches listening via Wa and sends material in video/text form. usually the teacher gives a listening assignment then a text is made again and the assignment is sent on private wa not Google Classroom. because, some students have cellphone problems with RAM which causes students to be unable to download material on Google Classroom”.<sup>3</sup>

This statement is also supported by the results of class XI interviews, which said that speaking and listening materials rarely use Google Classroom. because speaking and listening materials require face-to-face meetings so teachers turn to the Google meet application to teach students. For assignments, the speaking material is in the form of documents and for listening assignments, the teacher usually reads fairy tales face-to-face using Google Meet.

“Speaking material using Google Classroom is rare because in Google Classroom the problem is only speaking so the teacher sends assignments in the form of documents. So for speaking we prefer to use Google Meet. For mastery such as memorizing vocabulary and also given reading assignments for speaking. Meanwhile, listening material rarely uses Google Classroom because listening material is more about face-to-face meetings, so most students use Google Meet or Zoom. For learning listening the teacher reads the material and question pages. besides that, the teacher also reads fixsi stories or fairy tales face-to-face using Google Meet/zoom and for assignments sent via Google Classroom”.<sup>4</sup>

In addition to the statement above, this statement is also supported by the results of class XI interviews. The teacher in teaching listening and speaking material is quite good by presenting material in the form of pictures and videos. Then speaking actually cannot be done in Google Classroom because it requires face-to-face meetings so some students don't understand and some just skip the material.

“The teacher's way of teaching listening material is good by presenting pictures/videos first and then the teacher explains with text. And in Google

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<sup>3</sup>Firman, Students Class XI SMAN 4 Palu “Interview” 8 August 2022

<sup>4</sup>Wiranda, Students Class XI SMAN 4 Palu “Interview” 10 August 2022

Classroom/Wa speaking it's difficult because it's face to face. So, usually there are students who don't understand and usually there are those who just skip the material".<sup>5</sup>

## 2. There is no assessment room feature

The problem faced by the teacher in teaching writing and reading material is actually when the teacher corrects the students' assignments one by one. Because there is very little screen space in Google Classroom if you correct too many assignments. In correcting student assignments, namely by doing in the comments column which answers are wrong and correct answers, because in the Google Classroom screen space is very limited.

Based on the results of the interview according to mam Heny, an English teachers

"In teaching writing material the teacher needs to make corrections and what makes it difficult for the teacher to correct writing is to correct students one by one because of the limited Google Classroom Screen space which is a problem/loss when correcting in Google Classroom. While Google Classroom is only used to collect assignments, some who have submitted assignments are considered complete. It's the same with writing, for example, students send answers by correcting them through the comments column that is wrong and right. Due to the limited space on the Google Classroom screen if corrected here".<sup>6</sup>

Not only that but the results of this interview were also supported by 2 English teachers. When the teacher teaches writing material in Google Classroom, the teacher does not experience any problems. It is precisely the students who have problems themselves because students are still lacking in vocabulary so when the teacher gives writing exercises students are very weak in doing them. Similar to writing, English teachers 2 have no problem teaching reading in Google Classroom. The problem is actually in students where the students have the same

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<sup>5</sup>Azuhra, Students Class XI SMAN 4 Palu "Interview" 12 August 2022

<sup>6</sup>Heny, English Teachers at SMAN 4 Palu "Interview" 16 August 2022

problem with writing, namely lack of vocabulary, only the difference here is that students do not really understand what they read.

According to mam Alfin, an English teachers

“There are actually no obstacles faced by the teacher when teaching writing material where students experience problems because they don't have a lot of vocabulary, so students actually lack vocabulary. So when you practice writing, it's a bit difficult and they're also not used to literacy. His reading is also lacking and finally when he writes (frustrated). And actually there are no obstacles faced by teachers when teaching reading. It's the same thing, lack of vocabulary so because of lack of vocabulary students don't really understand what they read".<sup>7</sup>

The results of this interview were also supported by class XI, that in writing and reading materials, apart from using Google Classroom, they also used Wa in conducting learning. other than that there were no problems experienced by students because for writing and reading material they could use Google Classroom.

“By sending a text or a video or a short story. In addition to Google Classroom, the teacher teaches reading material on WA, the video assignment is to make a short story about an old story or a cartoon. In addition, students are also asked to read text on Google Classroom by sending a photo and assignments are usually sent on Google Classroom/personal wa. And the teacher's writing material sends a file or video in the form of a link and then asked to observe and also told to record important parts, so that we understand the material provided even though we don't meet face to face and usually in English lessons it is usually in the form of a text that must be written by the teacher. then the teacher asks students to write this down or write this down to send their answers. We write in the book first and then take photos because if you type directly into Google Classroom, sometimes some are lazy. For the assignments given, the teacher asks students to read, write, like that. But previously text was sent to find out the material and for learning writing most often in the wa application and assignments were sent in WA/Google Classroom depending on the teacher”.<sup>8</sup>

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<sup>7</sup>Alfin, English Teachers at SMAN 4 Palu “Interview” 19 August 2022

<sup>8</sup>Putri, Students Class XI SMAN 4 Palu “Inteerview” 8 August 2022

This statement is also supported by the results of class XI, interviews which said that, for reading material, the learning was through WA because when students read something that went wrong, the teacher immediately corrected it and collected it directly for the assignment itself. For writing, learning uses Google Classroom with the material in the form of documents and sending assignments in PDF files.

“So our teachers teach reading material mostly face to face. For example, the English teacher asks students to read the English text. So that we can read English fluently. Learning to read is done through wa because if for example a mistake is corrected by the teacher, the task is given directly because now it is face to face. Reading material, usually we are given material in the form of a fairy tale/story, then we look for the resolution and complications. If the writing material is using Google Classroom, we are given documents and then they are conveyed to us via the Wa group. Then we will check on Google Classroom, there are documents there”.<sup>9</sup>

In addition to the statement above, this statement is also supported by the results of interviews with class XI students that, in order to teach reading and writing materials, use Google Classroom/wa. Usually, the teacher gives assignments and material in the form of YouTube videos. Then students were asked to summarize the material in the YouTube video. or not the teacher gives students a title about the daily lives of students at home that are carried out online.

“Usually the teacher gives reading material through pictures on Google Classroom. If we are asked to read it, we just open the sound on Google Classroom. Usually, via the Wa group or also on Google Classroom for the provision of material, a YouTube video is usually given to understand the material. then we are given assignments through youtube videos. And the teacher's writing material sends a video, then asks students to summarize what is important. Explaining what is meant in the video is sometimes also given the title about the daily life of students. Then asked to explain what students do while online at home. How students, what activities, what we do. So for writing material, teach writing through

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<sup>9</sup>Mita, Students Class XI SMAN 4 Palu “Interview” 10 August 2022

Google Classroom and to submit assignments just like the title then we type/write in a book then take a photo and then send it to Google Classroom”.<sup>10</sup>

### **C. Problem Solving**

1. From the results of interviews that have been conducted by researchers to overcome the problem of incomplete Google Classroom features for use in teaching speaking, listening, writing, and reading. There are two features, namely: there is no VC feature in Google Classroom and there is no assignment assessment feature. So according to teacher 1 and student XI usually switch to using other applications to support ongoing learning in Google Classroom, one of the applications used is the WhatsApp / Google Meet application. Besides that, the teacher also turned to the comments column to check student assignments that were right and wrong.

2. To solve the problem if there are students who do not understand the material that has been explained and if students are less active in communicating. then the step taken by English teacher 1 is to switch to group WA so English teacher 1 can directly send an explanation of the voice recording via grub WA or you can also switch to Google Meet because English teacher 1 prefers to teach directly / face to face.

Based on mam Heny, English teachers

“If students do not understand the material, it is because students are not actively communicating, such as chatting through Google Classroom, almost never. So I use the WA group application and I immediately explain the WA voice recording and usually I always hold a Google Meet to discuss the material because if I teach it is better to meet face to face”.<sup>11</sup>

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<sup>10</sup>Riska, Students Class XI SMAN 4 Palu “Interview” 12 August 2022

<sup>11</sup>Heny, English Teachers at SMAN 4 Palu “Interview” 16 August 2022

Not only that, the results of this interview are also supported by 2 English teachers who are conducted by the teacher if students do not understand the material that is shared in Google Classroom by explaining the material that has been explained at the beginning of the previous lesson. then students are asked to ask which material is not understood, by observing again to what extent students understand the material that has been given.

According to mam Alfin, an English teachers

All you have to do is explain it again and ask a question at the end. Usually an explanation of the conclusions of the material is also given, then students are asked to ask which part they do not understand for example, students tell this part or the teacher usually observes until students understand.<sup>12</sup>

Then this statement is also supported by the results of interviews with class XI students. From the results of the interviews, I got that, in this case, the teacher has made every effort to teach students through Google Classroom. If there are still students who do not understand the English material that has been explained previously, what the teacher has to do is explain the material again. "Usually the teacher will explain the material again or not give new material such as videos or stories in Pdf form.

“So actually the teacher has done a good job in teaching us by using Google Classroom. Moreover, if there are students who do not understand the material, what the teacher does is explain the material that was previously discussed using the Google Meet application to make it easier for students to communicate in conveying the material”.<sup>13</sup>

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<sup>12</sup>Alfin, English Teachers at SMAN 4 Palu “Interview” 19 August 2022

<sup>13</sup>Hikma, Students Class XI SMAN 4 Palu “Interview” 8 August 2022

This statement is also supported by the results of interviews with class XI students, that the teacher did the learning besides using Google Classroom and also switching to the Google meet application. because the use of google meet can explain face-to-face so that students can understand the teacher's explanation through the application.

“What the teacher does is re-explain and teach it more. in Google Classroom we can't meet face-to-face or talk. So when using Google Classroom to learn speaking or listening we use Google Meet/Zoom. so that we can do face-to-face learning on the screen for speaking lessons taught to be able to speak and also face to face through Google Meet so that we can learn listening and speaking from the application. For writing, we are given an assignment in Google Classroom, usually in the form of a document, we download it, then we work on it, and send it again. It can be sent via Google Classroom again or via e-mail. Usually speaking and listening tasks are asked to memorize vocabulary, and we will display the vocabulary during face-to-face learning.<sup>14</sup>

In addition to statements from Class XI students, usually, the teacher will do the same thing, that is, he will explain the material again if the students do not understand. By going through the wa application by way of VN or you can also explain it again through Google Classroom.

“When it comes to speaking, we don't understand that it's explained again with VN if it's not explained in Google Classroom. For listening, asked to ask a friend / usually also explained again by the teacher. If reading is usually explained on wa like the picture then on VN again, the same goes for writing, the way of explaining it is the same via wa/Google Classroom”.

### 3. How The Principal Handles Students Who Have Problems Using Google Classroom.

So there are actually two problems here. First, ignorance in using Google Classroom, and the second does not have facilities (android). If you don't know

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<sup>14</sup>Anisa, Students Class XI SMAN 4 Palu “Interview” 10 August 2022

and can't use Google Classroom, of course, the coach will first provide an understanding of the use of Google Classroom and facilitate students at school through the Tik/it coordinator at SMAN 4 Palu.

"According to the interview results from the principal, so actually the problem here is that we distinguish between those who have problems, do not know, or have problems without the goods, if they do not know or are not able to use Google Classroom, of course, the coaches are the first to provide the understanding and facilitate the children. if they don't know which technique is of course from the teacher and the manager of the Tik/It coordinator at SMAN 4 Palu, if the problem is using Google Classroom due to the lack of facilities, then they can't be forced, why? Because their social economic conditions are certainly different from one another, the follow-up is for teachers to try to give lessons manually whether it's in the form of assignments in the form of wa or even someone who gives manual learning to their homes or entrusts the learning to others. their friends are strategic, it could also be that children who say they don't have android/laptop facilities, they join their friends who are near their homes to be able to do online learning".<sup>15</sup>

#### **D. Discussion**

Based on the results of research that has been conducted by researchers through interviews with school principals, teachers, and students of class XI. This discussion was conducted to answer the formulation of the problem in this study, namely: What are the problems faced by teachers in using Google Classroom in English lessons? and how to solve Google Classroom problems in English lessons. Furthermore, the researcher provides the following discussion:

##### **1. The English teachers' problems in using Google Classroom**

English has problems with speaking, listening, writing, and reading due to difficulties with its native language. Google Classroom doesn't provide an auto-renewal feature; this causes students to miss important announcements because

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<sup>15</sup>Syam Zaini, Head of School, at SMAN 4 Palu "Interview" 28 July 2022



they have to refresh. This can have a significant impact on student learning outcomes as noted by Pappas (2015).<sup>16</sup>

Based on the results of interviews conducted by researchers in class XI in teaching speaking, the teacher and students explained that they had not found VC features and a place for assessing assignments in Google Classroom. so most teachers will switch to using other applications, one of which is the Google Meet application. In addition, writing and reading teachers had difficulty correcting students' assignments. the difficulty is that the teacher has not found a Google Classroom feature room that provides an assessment room. So the step used by the teacher in assessing student work is through the comments column in Google Classroom.

## 2. The Solution of the problems in using Google Classroom

The results of interviews that have been conducted by researchers to overcome the problem of incomplete Google Classroom features. such as VC features and assessment room features. for use in teaching speaking, listening, writing, and reading. So according to teachers I and XI students usually use other applications to support ongoing learning in Google Classroom, one of the applications used is the Whatshap/Google Meet application and also the teacher will turn to the comments column to correct which student assignments are correct and which are incorrect.

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<sup>16</sup>Pappas, Christopher (2015). "Google Classroom Review : Pros and Cons of Using Google Classroom in Learning".

In addition, learning problems can prevent students from learning English as a foreign language, and problems can prevent students from achieving their English learning goals (Syaiful & Sagala, 2018).<sup>17</sup>

After conducting the results of the interviews, the researcher can explain if the students do not understand the material that has been explained by the English teacher. so what the English teacher did was explain the material again and also direct students to look for references to the same material on Google and Youtube. Conversely, if the teacher can find out whether students understand or not, that is by giving assignments or quizzes. Then the teacher will see from the students' answers which students understand the material. In addition, the principal in this case provides solutions to students, for example, in the problem of students not having an Android cellphone, the step given by the principal is to borrow a lap computer. However, if the problem is that students do not understand the use of the Google Classroom application, the principal will conduct training for the Tik/IT section.

And for the problems found at school when using Google Classroom at SMAN4 Palu school that teachers and students often encounter are listening and speaking because the use of Google Classroom is not good enough to be implemented in listening and speaking learning, this learning should be done directly by switching to using the Google Meet application. Another problem is not only for teachers but also for students where some students have problems

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<sup>17</sup>Syaiful & Sagala. 2018. *Supervise Pembelajaran*. Bandung : Alfabeta. Pp.27

using quotas so that students pay more than usual. These are the results of research conducted by researchers at SMAN 4 Palu.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the formulation of the problem in this thesis entitled "analysis of the problem of using Google Classroom in teaching English at grade 2 of SMAN 4 Palu", the authors can conclude as follows.

1. Problems faced by mam Heny and mam Alfin, English teachers in using Google Classroom in English lessons such as speaking, listening, writing, and reading. Here the teacher has not found the VC feature for learning to speak in Google Classroom so most teachers will switch to other applications to support the process of learning to speak in Google Classroom by using the face-to-face WA/Google meet application. Like listening, writing, and reading. the teacher is only constrained by the assessment of student assignments that cannot be assessed in the student assignment room. because there is no feature assessment space. So mam Heny, the English teacher will only check student assignments in the comments column. In addition, developers mam Heny and mam Alfin will use the same application as WA/Google meet. And one of the mam Heny, teachers stated that Google Classroom was only used as a place to collect assignments and materials during Covid-19.

2. To overcome the problem of incomplete VC features and place assessment features in Google Classroom in English lessons. Of course, what teachers do is switch to the Google Meet application to continue learning, and mam Heny, the teacher will use the comments column as a correction student assignment, which

answers are right and wrong. In addition, the school principal has provided facilities and infrastructure such as borrowing a computer laboratory for students who do not have cellphone/laptop facilities and internet quota. Also if students are unable to operate/use Google Classroom, the principal will notify coaches who are more knowledgeable about using Google Classroom. In this case, the teacher plays an important role in learning English because if students do not understand the English material taught through Google Classroom. then the teacher needs to re-explain the material and make observations to what extent students can understand English material.

### **B. Suggestion**

Based on the research results and conclusions, the researchers 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, there are several suggestions that researchers recommended:

1. For teachers, in the implementation of Google Classroom. They can continue to teach as much as possible even through online learning
2. Students are expected to be active in doing assignments and homework in English lessons while getting used to independent learning and being able to take responsibility for the tasks that have been given by the teacher.
3. For school, they must continue to improve the quality of Google Classroom. So that any problems that occur and may occur with Google Classroom can be overcome as well as possible.

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Technology and Engineering Application (ICIBA2016).

## **ATTACHMENTS**

# 1. Thesis Title Submission Sheet

 **KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI PALU**  
**FAKULTAS TARBIYAH & ILMU KEGURUAN**  
Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460165 Palu 94221  
email: humas@iainpalu.ac.id - website: www.iainpalu.ac.id

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
**PENGAJUAN JUDUL SKRIPSI**

Nama	: Caharia Sentika	NIM	: 181160063
TTL	: Air Terang 4 April 2000	Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: VI
Alamat	: Samudra	HP	: 085299133537
Judul	:		

Judul I *06/06/2021*  
Analysis of the problem of using google classroom on the students' motivation to learn english for grade 1 at SMA 4 Palu

Judul II  
The rule of parents in conducting online learning in the midst of pandemic in air terang village Tiloan district, Buol

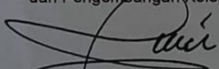

Judul III  
Analysis of student learning saturation while learning english in class 01 Tiloan kec, Tiloan kab. Buol

Palu, 2021  
Mahasiswa,  
  
Caharia Sentika  
NIM. 181160063

Telah disetujui penyusunan skripsi dengan catatan :

*Students*

Pembimbing I : *Ana Kuliahana, SpB. M-pd*  
Pembimbing II : *Dzakiah, M-pd*

a.n. Dekan Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan,  Drs. SYAHRIL, M.A. NIP.196304011992031004	Ketua Jurusan,  FASMI, S.Pd., M.Pd. NIP. 198606242019032011
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## 2. Thesis Supervisor Decision Letter

KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR 92 TAHUN 2021

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU  
DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;

b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;

c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;

5. Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;

6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;

7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2020-2021

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan saudara :

1. Ana Kuliñana, S.Pd., M.Pd

2. Dzakiah, M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Caharia Sentika

NIM : 18.1.16.0063

Program Studi : Tadris Bahasa Inggris

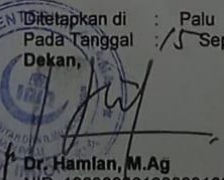
Judul Skripsi : ANALYSIS OF THE PROBLEM OF USING GOOGLE CLASSROOM ON THE STUDENTS' MOTIVATION TO LEARN ENGLISH FOR GRADE 1 AT SMA 4 PALU

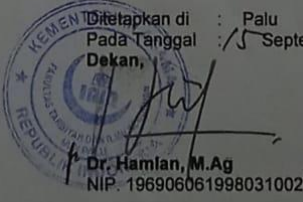
KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021


KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 15 September 2021  
Dekan,  
  
Dr. Hamlan, M.Ag  
NIP. 196906061998031002



### 3. Research Permit Writing Thesis

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU**  
جامعة داتوكاراما الإسلامية الحكومية بالو  
**STATE ISLAMIC UNIVERSITY DATOKARAMA PALU**  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

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Nomor : 349 /Un.24/F.I/PP.00.9/7/2022 Palu, 26 Juli 2022  
Lampiran :  
Hal : **Izin Penelitian Untuk Menyusun Skripsi**

Yth. Kepala SMAN 4 Palu  
Di Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

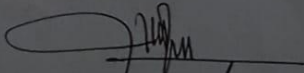
Nama : Caharia Sentika  
NIM : 181160063  
Tempat Tanggal Lahir : Airtelang, 04 April 2000  
Semester : VIII (Delapan)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jln. Kelapa 2  
Judul Skripsi : Analysis Of The Problem Of Using Google Classroom In Learning English For Grade 2 at SMAN 4 Palu  
No. HP : 085299133537

Dosen Pembimbing :  
1. Ana Kuliahana, S.Pd., M.Pd.  
2. Dzakiah, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,  
Dekan,


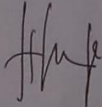


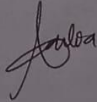

  
Dr. H. Askar, M.Pd.  
NIP. 196705211993031005


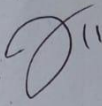

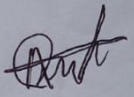
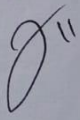


#### 4. Informant List

### LIST OF RESEARCH INFORMANTS

#### Analysis of the problem of using google classroom in learning english for grade 2 at SMAN 4 Palu

INFORMANT LIST

No	Name	Position	Signature
1.	Syam Zaini, S.Pd., M.Si	Head master of SMAN 4 Palu	 NIP 19700723 199512 1 001
2.	Heny Oktavianti, M.Pd	English teacher on the second grade of SMAN 4 Palu	 NIP 19731016 199903 2 004
3.	Alfin Widianingrum, S.Pd	English teacher on the second grade of SMAN 4 Palu	 NIP 19850815 200903 2 004
4.	Putri aquilah	Student	
5.	Mitha aulia	Student	
6.	Riska aisyah	Student	

7.	Muhamad firman	Student	
8.	Nurul hikma ramadani	Student	
9.	Moh.zacky qifayatullah	Student	
10.	Wiranda	Student	
11.	Datin azurah	Student	
12.	Muh. Said	Student	
13.	Anisa putry	Student	



## 5. Interview Transcription

### **Interview Transcription**

#### **Principal**

1. What is the role of the principal in the online learning system?

“The role of the principal is very important in the implementation Google Classroom at SMAN 4 Palu as an urge to use Google Classroom as a medium for learning English in order to achieve online learning goals. The role of the Principal in this case is very strategic and significant because through the principal of course the online learning process in school will certainly be maximized”.

2. How does the principal handle students who have problems using the Google Classroom?

“So there are actually two problems here, first, ignorance in using Google Classroom and the second not having (android) facilities. If you don't know and can't use Google Classroom, of course, the coach will first provide an understanding of the use of Google Classroom and facilitate students at school through the Tik/It coordinator at SMAN 4 Palu”.

### **Interview Transcription**

#### **Teacher 1**

1. How to use Google Classroom during the English learning process?

“Google Classroom is only used to collect questions and assignments. And Google Classroom is only used for writing and reading material, for listening and speaking, they usually go directly to Wa or on Google Meet, for example, there is a conversation task they make on Wa, it doesn't reach Google Classroom”.

2. In using Google Classroom, which focus skill are more dominantly taught?

“writing and reading are the most crucial because speaking can only be used through wa as well as listening”.

3. What are the obstacles encountered by English teachers in teaching speaking material using Google Classroom?

“When teaching speaking, she immediately switched to using Google meet. I also usually use the Wa group to record voices, and the most difficult thing is to teach speaking in Google Classroom. Because in Google Classroom, it's not actually used for teaching but is only used to send assignments. So if you teach speaking directly, use Google Meet”.



4. What are the obstacles encountered by English teachers in teaching listening material using Google Classroom?

“when I teach listening I don't use Google Classroom. Google Classroom itself I use only to collect reading and writing assignments. because Google Classroom does not have direct interaction like Google Meet”.

5. What are the obstacles encountered by English teachers in teaching writing material using Google Classroom?

“Based on the English teacher 1, In teaching writing materials, teachers need to make corrections, and what makes it difficult for teachers to correct writing is by correcting students one by one and the limited space in the Google Classroom screen which is a problem/disadvantage when correcting in Google Classroom”.

6. What are the obstacles encountered by English teachers in teaching reading material using Google Classroom?

“As for the results of the interview, according to English teacher 1, that Google Classroom is only used to collect assignments, if someone has already submitted an assignment, it is considered complete. It's the same with writing, for example, children send answers by correcting them through the comments column which are wrong and right. Due to the limited space on the Google Classroom screen if correcting here”.

7. How do teachers teach learning materials for focused speaking skills using Google Classroom?

“According to English teacher 1, so far, have I really not been able to use Google Classroom or where have I not known the icon for teaching speaking in Google Classroom? Because indeed children tend to only make assignments and to send materials at the same time have their own space/place. The problem is that Google Classroom only has one direction while speaking must require two directions. So that during speaking lessons I immediately switched to using Google Meet”.

8. How do teachers teach learning materials for focused listening skills using Google Classroom?

“According to English teacher 1, listening is one of our problems, most of us don't use listening in using Google Classroom media. Because the first tool used is cassettes, for example, for listening lessons, I don't have one. I have seen other schools like that, but there are some friends who say that listening does not have tapes to teach children. So it's normal that listening in class only says what words are. However, there are no specific ones like that, especially since I only use Google Classroom to send assignments and learning materials. For learning to listen, I don't use Google Classroom”.

9. How do teachers teach learning materials for writing focused skill using Google Classroom?

“Based on the English teacher 1, by sending written material, not sound or video recordings. Because children sometimes have problems with data, especially using Google Classroom, it takes up a lot of data to use. So usually directly use Google Meet. And as I said Google Classroom is only used for proofreading assignments and submitting materials”.

10. How do teachers teach learning materials for focused reading skill using Google Classroom?

“According to English teacher 1, so if for reading by sending reading text material then students will answer in the text material that has been sent, for example only a question then just answer”.

11. How does the teacher ensure that students understand the English learning materials that are distributed in the Google Classroom?

“For example, if the children understand or not, it can be seen from the answer. If the student answers correctly, then from the student's answer, we can find out if the student understands or not”.

12. What do teachers do if students don't understand the material shared in the Google Classroom?

“If students do not understand the material, it is because students are not actively communicating, such as chatting through Google Classroom almost never. So I use two wa grub and Google classroom, then I immediately explain the voice recording via wa and usually I always hold a Google meet to discuss the material because if I teach it is better to meet face to face”.

## **Interview Transcription**

### **Teacher 2**

1. How to use Google Classroom during the English learning process?

“When using Google Classroom, it is actively used during online learning and since now it will be face-to-face so usually assignments are only done through Google Classroom. for receiving material, it is usually directly in class, but teachers also usually send material in Google Classroom in Pdf form so that students can also learn it from home”.

2. In using Google Classroom, which focus skill are more dominantly taught?

“It's like writing and reading only. because for speaking and listening directly in class. Because usually the file is difficult to send if in Google Classroom you have to send a video or voice note and usually students have a bit of difficulty doing that but if only writing can be done in Google Classroom”.

3. What are the obstacles encountered by English teachers in teaching speaking material using Google Classroom?

“The problem is because speaking is used verbally or directly. In Google Classroom, it is more difficult to provide material because it is limited, such as limited videos”.

4. What are the obstacles encountered by English teachers in teaching listening material using Google Classroom?

“The problem is due to lack of control. In fact, Google Classroom cannot control one by one, for example, there are 36 students who are listening. for example sending a listening file in Google Classroom the teacher can't control who really listens and who only hears but doesn't understand”.

5. What are the obstacles encountered by English teachers in teaching writing material using Google Classroom?

“In fact there are no obstacles faced by the teacher when teaching writing material where the students have problems because they do not have a lot of vocabulary, so the students actually lack vocabulary. So once the practice of writing is a bit difficult and they are also not used to literacy. the reading is also lacking and finally when writing (frustration)”.

6. What are the obstacles encountered by English teachers in teaching reading material using Google Classroom?

“Actually there are no obstacles faced by teachers when teaching reading. it's the same, actually lack of vocabulary, so it's because of the lack of vocab that students don't really understand what they read”.

7. How do teachers teach learning materials for focused speaking skills using Google Classroom?

“I usually use video because during practice the teacher gives dialogue or usually the students make the dialogue themselves. It's just that it takes a long time if students make their own dialogues. However, usually the teacher has provided dialogue so that later the students will record their own voices or make roll play videos after that they are sent to Google Classroom and only simple ones are actually for students”.

8. How do teachers teach learning materials for focused listening skills using Google Classroom?

“Usually when listening is the teacher gives a video, it's actually like a youtube video like that”.

9. How do teachers teach learning materials for writing focused skill using Google Classroom?

“Usually there is text material then students are given a theme after which students themselves write based on the title. And depending on what

material was written or what the text was about first, then the students just had to arrange it themselves”.

10. How do teachers teach learning materials for focused reading skill using Google Classroom?

“Usually reading texts are uploaded in Google classroom, then students will make small groups and students will discuss on their own or discuss the text together like that”.

11. How does the teacher ensure that students understand the English learning materials that are distributed in the Google Classroom?

“So usually there is a quiz after finishing explaining, my students give a quiz or ask again at the end of the lesson about the previously explained material”.

12. What do teachers do if students don't understand the material shared in the Google Classroom?

“All you have to do is explain it again and ask questions at the end. Usually, an explanation of the conclusions of the material is also given, then students are asked to ask which part they do not understand, for example, the student tells this part or the teacher usually observes until the student understands”.

## **Interview Transcription**

### **Students Class XI**

#### **Students 1**

1. How do teachers teach materials through Google Classroom?

“First of all, many students don't know how to use Google Classroom, so the teacher teaches them first how to use Google Classroom. After that, the teacher sent a link to join the class. After that, the teacher gave the material. Materials such as assignments or notes are what we study. If we send normal assignments through Google Classroom and the material taught is writing and listening, we send the YouTube link, we study the video, then we record what needs to be recorded in the video, if writing, we give normal links, such as text links, so we summarize them”.

2. What the material are shared by the teacher in the Google Classroom? Speaking, listening, or writing?

“In Google Classroom, of course, writing, because speaking and listening cannot. So it's continued on wa or not through zooming the writing material sent in the form of a photo file in the form of questions, we just have to answer”.

3. What does the teacher do if you don't understand the material given?  
"Usually the teacher will explain the material again or not give new material such as videos or story problems in PDF form".
4. How does your teacher speaking material using Google Classroom?  
"Speaking in Google Classroom is actually not possible because it has to be face-to-face. So usually, we switch to wa or zoom because in Google Classroom it's just for giving listening material as well. For writing and reading, listening can be in the form of video material".
5. How does your teacher teach listening material using Google Classroom?  
"Such as sent from a link to enter the Google Classroom application, then we usually study it in Google Classroom, it is a kind of sending material or videos. In addition, the teacher also teaches listening through WhatsApp, usually sending material in the form of video/text. And the teacher usually gives listening assignments and then texts are made again and the assignments are sent on personal wa because if sent on wa grub. For example, send a video/text later other friends can copy. Not sent in Google Classroom because there are some students who are not included in Google Classroom. The problem is that they are not active in Google Classroom, some of the students' cellphones have little RAM so they cannot download material".
6. How does your teacher teach reading material using Google Classroom?  
"By sending a text or a video or a short story. In addition to Google Classroom, the teacher teaches reading material on wa, the video assignment is to make a short story about an old story or a cartoon. In addition, students are also asked to read text on Google Classroom by sending a photo and assignments are usually sent on Google Classroom/personal wa".
7. How does your teacher teach writing material using Google Classroom?  
"Usually, the teacher sends a file or video in the form of a link, then they are told to observe and also to record the important parts, so that we understand the material given, even if we don't meet in person. And usually in English lessons it is usually in the form of a text that must be written which the teacher gives later, the teacher asks students to write this down or write this down to send the answer we write in the book first. keep taking pictures because if you type directly on Google Classroom sometimes there are those who are lazy for assignments given by the teacher asking students to read, write, like that. But previously text was sent to find out the material and for learning writing most often in the wa application and assignments were sent on wa/Google Classroom depending on the teacher".

## Students 2

1. How do teachers teach materials through Google Classroom?

“In my class, the teacher teaches us via Google Classroom, usually given in the form of a video, then we listen to it or not, the assignment is in the form of a photo, then we will do it in a notebook and then we will send it via Google Classroom. The average student already understands how to use Google Classroom”.

2. What the material are shared by the teacher in the Google Classroom? Speaking, listening, or writing?

“For speaking and listening it is less effective, because for speaking and listening there are a few obstacles. For example, when speaking we are given a video, we usually have a problem with quotas because there are some students who cannot buy quotas or maybe from an economic point of view if they keep buying quotas. For writing, we can write in a book, then we send it to Google Classroom and for writing material from photos/documents, we usually listen to it and read it. If we don't understand it, we ask in Google Classroom. To learn speaking and listening, usually through the wa group or from Google Classroom, you can do it directly”.

3. What does the teacher do if you don't understand the material given?

“What the teacher does is explain again and teach it more, in Google Classroom we can't meet face to face or talk. So when using Google Classroom to learn speaking or listening we use Google Meet/Zoom. so that we can do face-to-face learning on the screen for speaking lessons taught to be able to speak and also face to face through Google Meet. So that we can learn listening and speaking from the application. For writing, we are given an assignment in Google Classroom, usually in the form of a document, we download it, then we work on it and we send it again. It can be sent via Google Classroom again or via e-mail. Usually speaking and listening tasks are asked to memorize vocabulary, we will display the vocabulary during face-to-face learning”.

4. How does your teacher speaking material using Google Classroom?

“Speaking material using Google Classroom is rare because in Google Classroom the problem is only talking so the teacher sends assignments through documents so for speaking we prefer to use Google Meet. For assignments such as memorizing vocabulary and also given reading assignments for speaking”.

5. How does your teacher teach listening material using Google Classroom?

“Listening material using Google Classroom is rarely used because listening material is more about face-to-face meetings, so we mostly use Google Meet or Zoom. For learning listening the teacher reads the material or page questions that will be done on Google Classroom/Zoom. For listening material the teacher reads fiction or fairy tales face to face using Google Meet or zoom. If for a student assignment to present a story or video then the assignment is sent via Google Classroom”.

6. How does your teacher teach reading material using Google Classroom?

“So our teachers teach reading material mostly face to face. For example, the English teacher asks students to read the English text. So that we can read English fluently. Learning to read is done through wa because if for example a mistake is corrected by the teacher, the task is given directly because now it is face to face. Reading material, usually we are given material in the form of a fairy tale/story, then we look for the resolution and complications”.

7. How does your teacher teach writing material using Google Classroom?

“If we use Google Classroom, we are given documents and then they are delivered to us via the WhatsApp group. then later check in Google Classroom there are documents there, then we see the problem is we copied it in the book then we worked on it in the book and we took photos and then sent the material in Pdf format”.

### **Students 3**

1. How do teachers teach materials through Google Classroom?

“Yesterday, we were taught via Google Classroom, only to be told to be absent, then the teacher mentioned the student's name using the Google Meet application and the student was asked to turn on the camera and then said he was present. So students are taught Google Classroom first before carrying out learning, for example the teacher explains but the students don't understand it yet so we only ask fellow friends who already understand”.

2. What the material are shared by the teacher in the Google Classroom? Speaking, listening, or writing?

“Those three for speaking are not too optimal because the network is broken when listening is the same it is also broken. So when we listen to parts A-B suddenly C starts to get unclear. It's also common for speaking and listening teachers to give assignments, for example, in Islamic religious lessons we are asked to read verses from the Koran and then

VN/make videos. So there we speak, for speaking and listening learning we use Wa”.

3. What does the teacher do if you don't understand the material given?

“When it comes to speaking, we don't understand that it's explained again with VN if it's not explained in Google Classroom. For listening, asked to ask a friend / usually also explained again by the teacher. For reading, it's usually explained on WA, just like the picture continues on VN again, the same goes for writing, the way of explaining it is the same via wa/Google Classroom.

4. How does your teacher speaking material using Google Classroom?

“In Google Classroom and Wa speaking, it's difficult because it's face-to-face, so it's common for students to not understand and it's common for some to just skip material because they are directed at Google Classroom. Speaking in Google Classroom is more difficult to explain face-to-face and speaking material in video form.”

5. How does your teacher teach listening material using Google Classroom?

“The teacher's way of teaching listening material is good by presenting pictures/videos first and then the teacher explains with text”.

6. How does your teacher teach reading material using Google Classroom?

“Usually the teacher gives reading through pictures in Google Classroom. If we are asked to read it, we just open the voice in Google Classroom. Usually, through the Wa group or also in Google Classroom, for giving the material, we are usually given a YouTube video. To understand the material, we are then given assignments via YouTube videos”.

7. How does your teacher teach writing material using Google Classroom?

“Usually the teacher sends a video, then asks students to summarize what is important. Explaining what is meant in the video is sometimes also given the title about the daily life of students. Then asked to explain what students do while online at home. How students, what activities, what we do. So for writing material, teach writing through Google Classroom and to submit assignments just like the title then we type/write in a book then take a photo and then send it to Google Classroom”.



## Students 4

1. How do teachers teach materials through Google Classroom?

“Teachers are usually on wa notify when there is an assignment in Google Classroom. Then, we are asked to join Google Classroom to view the material. As for how to use Google Classroom, I already understood because from the start, before the teacher told students to enter Google Classroom, we had explained the methods on WhatsApp and the material was usually in the form of pdfs, photos, usually videos or links from YouTube”.

2. What the material are shared by the teacher in the Google Classroom? Speaking, listening, or writing?

“I don't think it's speaking, because you have to go through zoom or wa for listening and writing, the teacher usually does it. Speaking material is like the teacher explains it, because in Google Classroom there are no video calls. Speaking itself is done on the zoom/wa application and the material is in the form of videos, pdf, and the usual links. For normal listening and writing assignments, students read like a video, then students listen through Google Classroom, the usual tasks are like making questions/listening, then from the video, students conclude the material in the video”.

3. What does the teacher do if you don't understand the material given?

“Usually we immediately tell the teacher by asking him to explain again so we can understand the material”.

4. How does your teacher speaking material using Google Classroom?

“Usually teachers switch to other applications such as wa, Google meet, and zoom like that. because speaking cannot be through Google Classroom because there are no features that provide for learning speaking. Speaking material, which is explained by the teacher via Wa in a vn or video way, we usually listen to the material in the video after that we send the video or answers on Google Classroom”.

5. How does your teacher teach listening material using Google Classroom?

“Usually, when we watch videos on the Google Classroom application, most teachers send YouTube links via Google Classroom. By opening the link, students immediately listen to the material from the teacher and their usual assignments in the form of photos such as questions, then we type the answers directly through Google Classroom”.

6. How does your teacher teach reading material using Google Classroom?

“Usually through stories, or about stories like that. Then we are told to understand the material and the assignments are the same and sent to Google Classroom because many teachers use Google Classroom because Google Classroom is easier”.

7. How does your teacher teach writing material using Google Classroom?

“Usually we type more than write, because students prefer to type and are used to gadgets. Then the usual writing material is in the form of a video file containing questions, all the material is there so we just have to listen. The assignment is sent in Google Classroom in pdf format, but if it can't be sent in Google Classroom, then switch to another application. In addition, during the learning process students have problems or obstacles, namely quotas. The reason is usually because of financial or cost problems but there is assistance from the government in the form of quotas that can be used for all students at SAMN 4 Palu.”

## **Students 5**

1. How do teachers teach materials through Google Classroom?

“Teachers sometimes teach through Google Classroom by sending material in pdf form, images, videos, photos or links. But before we work on, read, or look at the pictures in Google Classroom, the teacher usually gives us how to use Google Classroom from YouTube so that other students understand a bit and their assignments are in pdf form and then sent to Google Classroom”.

2. What the material are shared by the teacher in the Google Classroom? Speaking, listening, or writing?

“Listening and writing are more dominant because Google Classroom does not yet have a speaking feature, so the teacher is more dominant in listening and writing. Ordinary speaking learning in the Zoom, Google Meet, and Wa applications. Speaking material is done directly, asking questions so students understand better. For assignments, a link is usually sent via Google Classroom, for example the teacher sends assignments via a link so that students only need to make a summary, then copy it in a book, take a photo, then send it on Wa. Listening and writing sometimes just listening and then summarizing the important words from the video. for writing, all you have to do is send the question link and then answer it or you used to make old stories like "the kingdom of Maja Pahit".

3. What does the teacher do if you don't understand the material given?  
"Re-explaining the learning material and asking students which part of the material is not understood".
4. How does your teacher speaking material using Google Classroom?  
"Teachers have never used Google Classroom for speaking lessons, because there are no features yet so teachers are more dominant over Zoom, Google Meet, and Wa. The material, for material that is zoomed in, sometimes talks, then the assignment is sent in Google Classroom by making videos or making words for the differences between boys and girls".
5. How does your teacher teach listening material using Google Classroom?  
"The teacher sends the link, if the student has received the link then the student reads it and it depends on the teacher whether the student is asked to make a summary or make their own questions then send them on Google Classroom".
6. How does your teacher teach reading material using Google Classroom?  
"Just like the previous question, teachers usually send materials in pdf or link form. then students read and understand themselves, the teacher sends assignments or makes summaries sent on Google Classroom or is not told to take photos then send on Wa"
7. How does your teacher teach writing material using Google Classroom?  
"Lebih dominan gambar, karena siswa tinggal menulis dari pada kita kirim video langsung sehingga kita lebih paham kalau ditulis. Materi writing dalam bentuk link youtube yang dikirim di Google Classroom dan tugas writing disuruh merangkum dari link youtube tersebut.

## **Students 6**

1. How do teachers teach materials through Google Classroom?  
"Teachers teach material through Google Classroom in ways such as sending links, video assignments, or from pdf. Usually we are asked to summarize or listen to the video assignment. Usually also told to take notes and others. Students already understand the use of Google Classroom because the teacher teaches students before using Google Classroom students are sent various ways through video tutorials so that students quickly understand how to use Google Classroom".

2. What the material are shared by the teacher in the Google Classroom?  
Speaking, listening, or writing?

“From Google Classroom, the teacher usually sends material such as listening and writing, not speaking because there is no feature yet and in Google Classroom it is usually via zoom and wa via vn usually for speaking. Speaking material is usually explained from the assignment, usually switching to zoom because so that students understand listening to it because it is explained face to face”.

3. What does the teacher do if you don't understand the material given?

“Teachers usually explain again, personally from Zoom, if for example we don't understand from Google Classroom, switch to Zoom so we can hear more details”.

4. How does your teacher speaking material using Google Classroom?

“Usually we from Wa are told to explain to vn, we are told to explain from vn told to read. The material is sent in Wa in the form of a video then from the video the students understand and explain via video and the assignments are sent in Google Classroom”.

5. How does your teacher teach listening material using Google Classroom?

“For example, in video assignments, students are asked to listen to what students watch. Usually asked to summarize and others, the assignment is sent via Google Classroom. Like photo assignments, students are asked to record them and then send them on Google Classroom/Wa”.

6. How does your teacher teach reading material using Google Classroom?

“Reading material in pdf format students are told to read the material to make it easier for students to read. Most of the time, video assignments are sometimes rare due to usual quota constraints, for example, video assignments require a lot of quota, and that's the difficulty”.

7. How does your teacher teach writing material using Google Classroom?

“When it comes to writing, most of us are told to write from Google Classroom, like what we watch and hear. Then they were told to take notes and summarize so that we could understand better and write the material more fluently in video form, the assignments in the form of photos were continuously sent to Google Classroom”.

## Students 7

1. How do teachers teach materials through Google Classroom?

“Usually the teacher provides material in the form of a pdf file or in the form of a pdf book. If the material is in a pdf book, the teacher adds a description below to open this page then students will do the assignment. After reading and understanding the material in pdf format. And usually to send answers directly typed in Google Classroom or a word file is made. What the teacher does is if students don't understand how to use Google Classroom, the teacher gives students links in the form of videos such as tutorials from YouTube for ways to create accounts or how to use them”.

2. What the material are shared by the teacher in the Google Classroom? Speaking, listening, or writing?

“Usually most teachers provide writing material, or we are told to read and understand the contents of the material sent in the form of video, pdf, or word. After that, we send writing or answers, for example in word or pdf form, we type directly into Google Classroom where the answers are”.

3. What does the teacher do if you don't understand the material given?

“Usually the material is sent on Google Classroom, because there is a comment feature from the application that we don't understand, then the teacher gives references on Google given a link or what we don't understand, we can ask directly on WhatsApp”.

4. How does your teacher speaking material using Google Classroom?.

“At that time we were told to listen more to the words in English, so we could speak better because as far as I know we used to be told to read texts in English. then in the material students listen to it. The assignment is sent to the teacher's personal Wa in the form of a video or vn”.

5. How does your teacher teach listening material using Google Classroom?

“Usually the teacher's listening material provides link references such as video material, then we are asked to listen and understand the contents of the material and students do their assignments in the form of word files or handwritten and then sent them on Google Classroom”.

6. How does your teacher teach reading material using Google Classroom?

“If reading is more about questions in English, then we answer these questions and send them in word form. The teacher can also say in written form”.

7. How does your teacher teach writing material using Google Classroom?

“Just like the question earlier, for example, there is a story first then there are questions under the story and students answer these questions in English. And the answer is in word form and sent directly to Google Classroom”.

## **Students 8**

1. How do teachers teach materials through Google Classroom?

“Sometimes the teacher sends several videos from YouTube and then sends them to Google Classroom. If, for example, you don't understand the teacher explaining privately on Wa, not only that our homeroom teacher himself teaches tutorials on how to use Google Classroom and then sends the material to the Wa group/sends it on Google Classroom and we learn it in pdf form, photos, and the assignments are told to do practice questions Essay after work is sent on Wa personally in the form of pdf/photo”.

2. What the material are shared by the teacher in the Google Classroom? Speaking, listening, or writing?

“Listening and writing, because there is no speaking feature in Google Classroom. So for speaking sometimes through Wa/zoom so that it's easier to explain speaking material. Then we talk about explaining the material so that the teacher assesses the students' speaking. listening and writing material in the form of a pdf/youtube link and students are told to watch/listen, after that take notes because by taking notes students can understand some of the material. After that, a pdf is generated, then the assignment is sent to Google Classroom”.

3. What does the teacher do if you don't understand the material given?

“Students chat privately on Wa, then the teacher instructs students to look for the material on YouTube again. if you don't understand, then the teacher himself explains and the teacher zooms in so that the teacher explains face to face”.

4. How does your teacher speaking material using Google Classroom?

“Students cannot get the speaking feature in Google Classroom, so the task of speaking via Wa is by way of vn. The speaking material in the form of a video is asked to listen and then asked to explain it again by making a video which is sent on Google Classroom”.

5. How does your teacher teach listening material using Google Classroom?  
 “The teacher sends a material link in the form of a YouTube link and is asked to understand the material. After that, if there are practice questions, they are asked to do them, then they are sent to Google Classroom”.
  
6. How does your teacher teach reading material using Google Classroom?  
 “Sending some material through notes from the teacher, after that students are told to record back the results of their notes, that's their job. Sometimes asked to take notes, work on questions, make videos, if through Wa they were asked to explain via vn”.
  
7. How does your teacher teach writing material using Google Classroom?  
 “The teacher sends material, then the students take notes after that the teacher gives questions and answers or quizzes so the teacher can see who understands. The task is to record the material sent by the teacher, we understand the assignment in the form of photos and then send it to Google Classroom”.

### **Students 9**

1. How do teachers teach materials through Google Classroom?  
 “Usually the teacher sends a link from YouTube, then is told to watch at the end of the video there is an assignment to summarize or do the assignment at the end of the video. Then the assignment is sent to the Wa class group or Google Classroom”.
  
2. What the material are shared by the teacher in the Google Classroom?  
 Speaking, listening, or writing?  
 “Mostly writing and reading, because there are no features for speaking. For writing and reading material, one material is given, then students read and summarize or are asked to make their own questions and answer them themselves. Then photographed and sent to the teacher. Speaking and listening through Google Meet the material is sent, explained by the teacher then the teacher asks students to explain again in vn form”.
  
3. What does the teacher do if you don't understand the material given?  
 “The teacher said look for material on YouTube for reference if you still don't understand the teacher who explains it on Google Meet”.

4. How does your teacher speaking material using Google Classroom?  
 “Speaking doesn't exist in Google Classroom, so teachers use Wa by way of vn, the only material is in pdf/link form. Or also use Google Meet and the task is to be photographed or delivered to the teacher's house once or twice or so”.
5. How does your teacher teach listening material using Google Classroom?  
 “The teacher explains, then sends the material in pdf format on Wa. then the teacher explained again on Google Meet. The task is to make an essay and then answer it yourself, sometimes at the end of the video you are given an assignment, then answer it and send it to the group/private wa”.
6. How does your teacher teach reading material using Google Classroom?  
 “They were asked to vn each, sometimes the teacher asked questions and answered questions as if they were directly answering using vn”.
7. How does your teacher teach writing material using Google Classroom?  
 “I was told to write down the important things and send them to the Wa group in pdf format. By explaining directly through Google Meet then the assignment is sent on Wa by summarizing what the teacher has explained”.

### **Students 10**

1. How do teachers teach materials through Google Classroom?  
 “The teacher gives more pdf material, then in the pdf it looks like there are questions. Then after answering the question, there will be another summary and photo sent on Google Classroom. In using Google Classroom the teacher tells the methods from YouTube”.
2. What the material are shared by the teacher in the Google Classroom? Speaking, listening, or writing?  
 “Listening and writing because the teacher is like giving material from YouTube and then being told to summarize and send it on Google Classroom”.
3. What does the teacher do if you don't understand the material given?  
 “Teachers give more directions such as explaining and being given the same YouTube link as the material provided”.



4. How does your teacher speaking material using Google Classroom?

“Never through Google Classroom, only more on Google Meet. After that the teacher explains the material and is usually given only a few assignments. Then the assignment is sent in Google Classroom by way of a photo. The material was sent from Google Classroom and then the teacher held Google Meet after that the teacher explained again the material sent in Google Classroom and the students were given assignments after they were finished, photographed and sent to Google Classroom”.

5. How does your teacher teach listening material using Google Classroom?

Teachers like sending a link on WhatsApp, then students are asked to open the link to go to YouTube. Then on YouTube they are told to take notes, after taking notes they are sent in the form of photos and sent to Google Classroom”.



6. How does your teacher teach reading material using Google Classroom?

“The teacher gives a pdf, then on Google Meet the teacher will ask students about the material. What has been understood, then students answer these parts that have been understood from the material. And the assignments are sent via Google Classroom in the form of photos”

7. How does your teacher teach writing material using Google Classroom?

“The teacher sends a YouTube link on Google Classroom in the form of a film/short story. Then students were asked to describe the story again until it was finished then photographed/typed and made a pdf then sent”.

## 6. Letter Has Done Research at SMAN 4 Palu

	<b>PEMERINTAH DAERAH PROVINSI SULAWESI TENGAH</b> <b>DINAS PENDIDIKAN DAN KEBUDAYAAN</b> <b>CABANG DINAS PENDIDIKAN MENENGAH WILAYAH 1</b> <b>KOTA PALU DAN KAB. SIGI</b> <b>SMA NEGERI 4 PALU</b>	
Alamat : Jalan Mokoembake No. 01 Palu Barat Akreditasi Sekolah A (95,18)		
Website : <a href="http://www.sman4palu.sch.id">www.sman4palu.sch.id</a>		
Kelurahan Recomatan Kota Provinsi	Lera Palu Barat Palu Sulawesi Tengah	Telephone : 0853-460392 Faxmail : 0853-460392 E-mail : sman4palu@gmail.com Kode Pos : 94221

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**SURAT - KETERANGAN**  
No MN. 11 / 280 / 421.4 / Dikbud.

Kepala SMA Negeri 4 Palu menerangkan kepada :


N a m a : Caharia Sentika  
N I M : 181160063  
Program Studi : Tadris Bahasa Inggris

Benar yang bersangkutan telah melaksanakan penelitian / observasi dari tanggal 22 Juli s/d 24 Agustus 2022 di SMA Negeri 4 Palu dalam rangka penyusunan Skripsi Mahasiswa UIN Palu berjudul :

**“ Analysis Of The Problem Of Using Google Classroom In Learning English For Grade 2 at SMAN 4 Palu”.**


Demikian Surat Keterangan ini untuk dipergunakan sesuai keperluanya

Palu, 26 Agustus 2022  
Wakasek Kurikulum



Drs. H. Sulaiman Husain  
NIP. 196412311995121011


## 7. Thesis Proposal Guidance Consultation Book

  
**BUKU KONSULTASI**  
**Pembimbing Skripsi**

Nama : Caharia Sentika  
 NIM : 181160063  
 Program Studi : Tadris Bahasa Inggris  
 Judul : Analysis of the problem of using Google Classroom in learning English for grade 2 at SMPN 4 Palu

FAKULTAS TARBIYAH & ILMU KEGURUAN  
 INSTITUT AGAMA ISLAM NEGERI  
 (IAIN) PALU

BUKU KONSULTASI  
 PEMBIMBINGAN PENULISAN SKRIPSI



NAMA : Caharia Sentika  
 NIM : 181160063  
 PROGRAM STUDI : Tadris Bahasa Inggris  
 PEMBIMBING : I. Ana Kusumahena, S.Pd., M.Pd.  
                   II. Dzawiah, M.Pd.  
 ALAMAT : Jl. Wulaga dua  
 NO. HP : 081209335557

JUDUL SKRIPSI  
 Analysis of the problem of using Google Classroom  
 in learning English for grade 2 at SMPN 4 Palu

Buku Konsultasi Pembimbingan Skripsi  
**JURNAL KONSULTASI**  
**PEMBIMBINGAN PENULISAN SKRIPSI**

Nama : Caharia Sentika  
 NIM : 181160063  
 Program Studi : Tadris Bahasa Inggris  
 Judul Skripsi : Analysis of the problem of using Google Classroom in learning English for grade 2 at SMPN 4 Palu  
 Pembimbing I : Ana Kusumahena, S.Pd., M.Pd.  
 Pembimbing II : Dzawiah, M.Pd.


No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Senin 25/01/2022	1	- Fix some grammatical more - use latest references - state the importance of your research the novelty	
2.	Jumat 28/1/22	1	- Fix some grammatical more	

4

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
3.	31/1/22	1	- avoid citing from these kind of source - fix some grammatical more - come use the pronoun you	
4.	7/2/22	1.1	- revise - cite more - the use of google classroom in teaching learning process	
5.	14/2/22	1	- make a question observation sheet - make a table contents	

5

## 8. invitation to attend a thesis proposal seminar

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU**  
**الجامعة الإسلامية الحكومية داتوكاراما فالو**  
**STATE ISLAMIC UNIVERSITY DATOKARAMA PALU**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Diponegoro No. 23 Palu Telp. 0451-460788 Fax. 0451-460165  
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

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Nomor : 93/Un.24/F.I/PP.00.9 /06/2022 Palu, 06 Juni 2022  
Sifat : Penting  
Lamp : -  
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Anakuliahana, S.Pd., M.Pd. ( Pembimbing I )
2. Dzakiah, M.Pd. ( Pembimbing II )
3. Mohamad Syafri, M.Pd. ( Penguji )
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-  
Palu

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

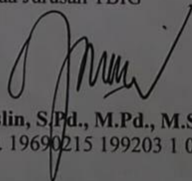
Nama : Caharia Sentika  
NIM : 18.1.16.0063  
Jurusan : Tadris Bahasa Inggris (TBIG)  
Judul Skripsi : Analysis of the Problem of Using Google Classroom in Learning English for Grade 1 at SMA 4 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jum'at, 10 Juni 2022  
Waktu : 13.30 Wita - Selesai  
Tempat : Lt. 3 FTIK UIN Datokarama Palu

*Wassalamu'alaikum warahmatullahi wabarakatuh*


a.n Dekan  
Ketua Jurusan TBIG

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

## 9. Attendance List For Thesis Proposal Seminar



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU**  
**الجامعة الإسلامية الحكومية داتوكاراما فالو**  
**STATE ISLAMIC UNIVERSITY DATOKARAMA PALU**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
 Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
 Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

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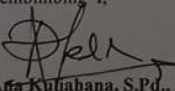
**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI**  
**TAHUN AKADEMIK 2021/2022**

Pada hari ini Jum'at, tanggal 10 Juni 2022 telah dilaksanakan Seminar Proposal Skripsi:

**Nama :** Caharia Sentika  
**NIM :** 18.1.16.0063  
**Program Studi :** Tadris Bahasa Inggris (TBIG)  
**Judul Proposal :** Analysis of the Problem of Using Google Classroom in Learning English for Grade 1 at SMA 4 Palu  
**Tgl / Waktu Seminar :** 10 Juni 2022/13.30 Wita

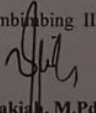
NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	Muhasonah	181160029	VIII / TBIG	<i>Bush</i>	
2.	Denda Eida sari	181160009	VIII / TBIG	<i>Djuy</i>	
3.	Nasria	181160084	VIII / TBIG	<i>Jma</i>	
4.	Meganta Sigani	181040097	VIII / PGM	<i>Mael</i>	
5.	Cindy	181160098	VIII / TBIG	<i>[Signature]</i>	

Pembimbing I,

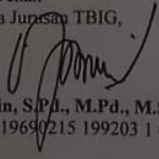


**Afa Kufahana, S.Pd., M.Pd.**  
NIP. 19820214 200501 2 004

Pembimbing II,



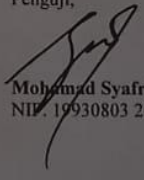
**Dzakiah, M.Pd.**  
NIP. 19920629 201903 2 017  
Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,



**Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.**  
NIP. 19690215 199203 1 013

Palu, 06 Juni 2022

Penguji,



**Mohammad Syafri, M.Pd.**  
NIP. 19930803 201903 1 004



10. Thesis Proposal Seminar Card



KARTU SEMINAR PROPOSAL SKRIPSI  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA : Caharia Sentika  
 NIM : 181160063  
 PROGRAM STUDI : Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Senin 15 Maret 2021	Moh Fahri	Self assessment of speaking skill at the second semester of teacher English program	1. Prof. Dr. Ertis S Ag M Soc SC 2. Ana Setrenhorjo S Pd M Pd	
2	Senin 15 Maret 2021	Randi	The teaching of speaking using pronunciation cleaning application at the second semester student teacher english language	1. Prof. H. Purdita S Sos Spd M Pd 2. Ana Setrenhorjo S Pd M Pd	
3	Rabu 21 April 2021	Yuliana umma wase	Problematika pembelajaran menggunakan metode transkrip dengan menggunakan pendekatan bahasa arab dan pengajaran	1. Dr. H. Wabidin S Ag M Pd 2. Nurhidayah Nurrahmawati S Ag M Pd	
4	Jumat 11-02-2021	Rauwadhul	Thesis proposal tentang pengaruh keterampilan public speaking di era digital pada generasi milenial kota Palu	1. Prof. Dr. Nurulita M.H 2. Hawiyudil S Pd. I. M.H.	
5	Kamis 17-01-2021	Nurfaida	Implementasi faktor dan atau sub-faktor/IV/VA/2009 pada bentuk puisi lagu bertema "Temp Siyarak (Studi: Temp Siyarak) Kota Palu	1. Dedi Istanti S.H. M.H. 2. Nedia S.Sy. M.H.	
5	Kamis 17-01-2021	Hanni	Tinjauan luisan Etarawi Syarif terhadap jurnal ketidaksihan Faktor Studi Pada Pedagogi Pembelajaran Pustaka (Studi Kasus: Jurnal Kajian)	1. Prof. Dr. H. Alidin. S Ag M Ag 2. Drg Alwaid Syafi'i M.H.	
7	Senin 21-02-2021	Mawaddi	Penyusunan Akad Multilateral Terhadap Umatka PT BSN Tbk. Kc Palu pada Masa Covid (Implementasi Ketahanan Dan Muli Nomor 04 DN-MULI/VI/2020)	1. Prof. Dr. H. Alidin. S Ag M Ag 2. Hawiyudil S Pd. I. M.H.	
8	Rabu 11-01-2021	Ayvi	Tinjauan luisan Etarawi Syarif Terhadap Pedagogi Pembelajaran Pustaka (Studi Kasus: Jurnal Kajian)	1. Prof. Dr. H. Alidin. S Ag M Ag 2. Drg Alwaid Syafi'i M.H.	
9	Sabtu 12-01-2021	Siti Sahre Ramadhani	Penelitian Student's English speaking Skill by Reelling story Thoug picture series	1. Drg Alwaid Syafi'i M.H. 2. Drg Alwaid Syafi'i M.H.	
10	Kamis 24-01-2021	Ekawati	Problematika Metode belajar mengajar Di Era Pandemi Kc Palu. Perang Kayu piperatif Kluar lltan	1. Dr. Sam Juwari S Ag M Ag 2. Hawiyudil S Pd. I. M.H.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

## 11. Documentation



Picture 1. Front View Of SMAN 4 Palu Building



Picture 2. Interview With The Principal





Picture 3. Interview With English Teacher



Picture 4. Interview With English Teacher

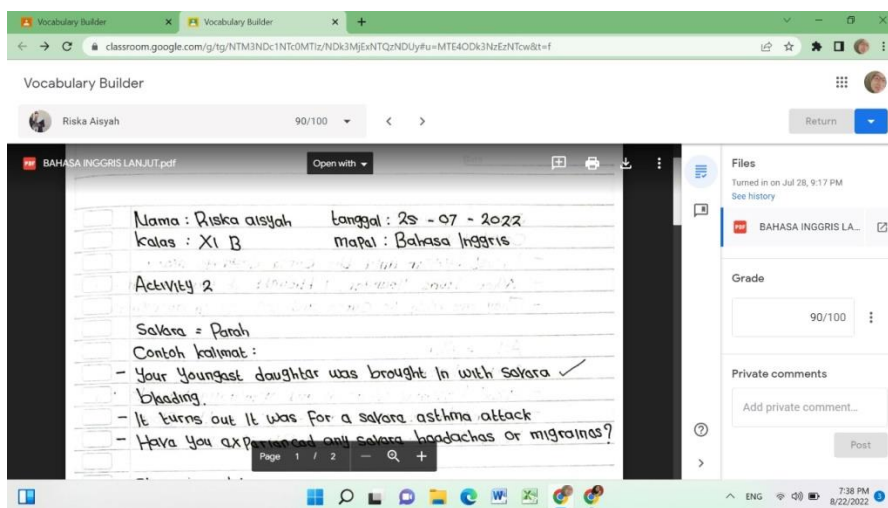
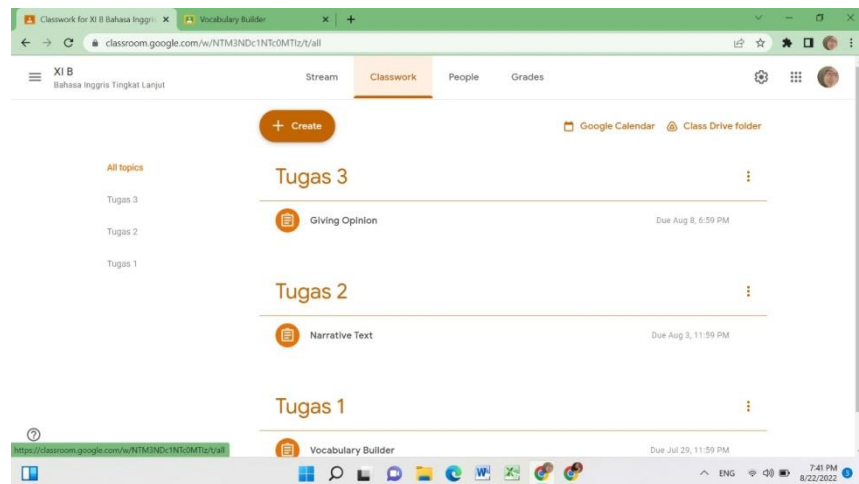
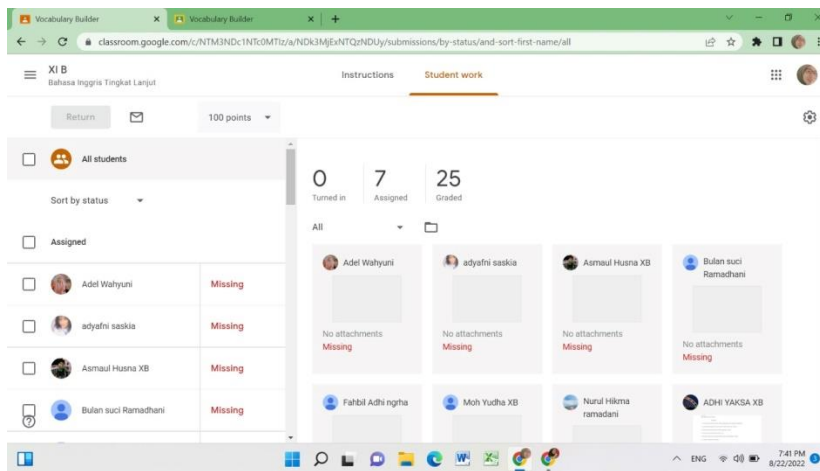






Picture 5. Interview With Students





Picture 6. Screenshot Of Google Classroom

## CURRICULUM VITAE

### A. Researcher Identity



Name : Caharia Sentika  
Number Of Student : 181160063  
Place and Date of Birth : Airterang 04 April 2000  
Gender : Woman  
Religion : Islam

Major : English Tadris Department

Faculty : Teacher Training and Tarbiyah Faculty

Address : Jln. Kelapa 2 Palu Barat

### B. Parent Identity

1. Father : Sutir Toyono  
Profession : Farmer  
Religion : Islam
2. Mather : Siti Umrik Gurwati  
Profession : Art  
Religion : Islam

### C. Education Background

1. TK Alkarimiyah, Year 2006
2. SDN 05 Tiloan, Year 2007
3. SMPN 01 Tiloan, Year 2012
4. SMKN 01 Tiloan, Year 2015
5. Datokarama State Islamic University Palu, Year 2018