A DESCRIPTIVE ANALYSIS OF TEACHERS’ DIFFICULTIES IN TEACHING ENGLISH USING GOOGLE CLASSROOM AT IAIN SALATIGA

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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Salatiga, October 5th, 2020

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THE ATTENTIVE COUNSELOR’S NOTE

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Dear,

Dean of Teacher Training and Education Faculty

Assalamualaikum Wr. Wb.

After checking over and correcting Putri Arum Sari’s graduating paper entitled “A DESCRIPTIVE ANALYSIS OF TEACHERS’ DIFFICULTIES IN TEACHING ENGLISH USING GOOGLE CLASSROOM AT IAIN SALATIGA”, I have decided and would like to propose that this paper can be accepted by The Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Counselor,

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A GRADUATING PAPER

A DESCRIPTIVE ANALYSIS OF TEACHERS’ DIFFICULTIES IN TEACHING ENGLISH USING GOOGLE CLASSROOM AT IAIN SALATIGA

WRITTEN BY:
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on October 27th 2020 and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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MOTTO

“No effort was wasted. All will have wisdom and results.”

-Agnes Monica-
DEDICATION

From my deepest heart, I would like to dedicate this graduating paper to:

1. Allah SWT who is always beside me, blesses me listen, grants all of my prayers, takes care of me, and gives me all the best things in this whole world.

2. My Parents, especially for my beloved father (Ahmad Abidin) and my mother (Suwarni), for their prayers, their supports, their love and everything else. Without you two, my live will have been faded.

3. My counselor, Muhamad Hasbi S.Pd.I., M.A., who always gives me guidance, suggestion and motivation to finish my graduating paper.

4. All my friends, who have given me support and motivation in finishing this graduating paper.
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Bismillahirrahmanirrahim,
Assalamualaikum Ws. Wb.

Alhamdulillahi rohid 'udamin, all praises be Allah SWT, the Most Gracious, and the Most Merciful who always blesses and helps the writer so the writer can finish the graduating paper. Bless and mercy are upon the great Prophet Muhammad P.B.U.H. for his guidance that leads the writer to the truth.

However, this paper will not be finished without the support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

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4. Mr. Norwanto, S.Pd., M.Hum, Ph.D, as the Head of English Education Departement of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN Salatiga).
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9. All of my 2016 batchmates in the English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN Salatiga).

Finally, it has been admitted that nothing in the world is perfect, which is certainly true of this small piece of writing. The writer is fully aware of this, but in the other hand, the writer hopes that this graduating paper will be useful especially for herself and for the readers in general.

Salatiga, October 5th, 2020

The Researcher,

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The purpose of this study are (a) to identify the difficulties faced by English teachers when teaching using Google Classroom, (b) to identify the factors that cause difficulties for English teachers when teaching using Google Classroom, (c) to identify English teachers’ strategies to overcome their teaching difficulties using Google Classroom. This research is a qualitative research. The subjects of this study are three lecturers majoring in English at IAIN Salatiga. An online questionnaire and documentation are used to collect data. The data that has been collected are then analyzed to classify the difficulties of English teachers in teaching using Google Classroom.

The findings show that teachers have confronted some difficulties while teaching English using Google Classroom. Among the major difficulties are (1) keeping students active while carrying out learning activities using Google Classroom, (2) lack of student knowledge in operating Google Classroom, (3) controlling students to submit assignments, (4) technical problems such as bad signals and limited internet access. To overcome these difficulties, teachers’ strategies such as providing interesting material and engaging questions to students, providing clear instructions on how to operate Google Classroom, and advising students to find a better internet connection are recommended.

**Keywords:** Google Classroom, Teachers’ Difficulties, Teaching English
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CHAPTER I
INTRODUCTION

In this chapter, the researcher attempts to present the introduction related to the research. It comprises background of the research, problems of the research, objectives of the research, limitation of the research, benefits of the research, definition of key terms and organization of the graduating paper.

A. Background of the Research

Language is basically a means of communication where people express their feelings, ideas, opinions and desires. Communication will occur when they understand each other about what they say and do. Language is purely human and non-instinctive method of communing ideas, emotions, and desires by mean of a system of voluntary produced symbols(Edward, 1921). Language is means of communication, language is a system for the expression of meaning and language is viewed as a vehicle for communicating meaning and message(Rodgers, 1986). Communication consists of speakers and listeners, they must be able to deliver their intended message clearly and understand each other. Within communication in the classroom, there is effective teaching and learning process.

Meanwhile, language means a tool which people can use to communicate with others to deliver certain goals to express their opinion, intentions, hopes and feelings. Language also can eliminate misunderstanding among people because it can explain more about the purpose. Many languages
in this world, such as Germany, Chinese, Thai, language and English as a tool for communication. English is a language that most used by people around the world as an international language.

Human beings as a one of the view social creature use language to communicate with others. Language is a system of arbitrary conventionalized vocal, written, and gestural symbols that enables members of a given community to communicate intelligibly with one another (Brown, 2000). In addition, language is the one that human being use to communicate. According to Baker (2011), says that grammar, pronunciation, vocabulary, and spelling are included in language component. Meanwhile, language skills cover reading, listening, writing, and speaking. Among those language skills, reading is one of the important skills in learning English.

Online learning is web-based learning that embodies phenomenal technological and communication innovations in the field of higher education. One of the benefits of doing an online learning is to improve the optimization of conventional learning processes ranging from learning methods, learning processes, and learning media in a more modern direction (Pande, 2016).

Online learning can also bring a new atmosphere in a variety of learning development. Utilization of online learning properly can improve learning outcomes to the maximum. Some of the other benefits of e-learning are that online learning can shorten learning time, facilitate interaction between students and material, and develop knowledge that does not only occur in the classroom but also virtually (Rohmah, 2016).
Online learning can happen through utilizing classroom platforms or online classes (e-classes), and one of the most popular ones is Google Classroom. Google Classroom was developed by Google for academic objectives that support mixed learning platforms. This application is very easy to use, can help teachers and students to do the learning process. Users can utilize it for virtual classes which can function like conventional classrooms, but it saves more time and space (Iftakhar, 2016). Therefore, it is interesting to measure the extent of challenges and impacts of using this tool in language classes.

Based on the explanation above, researcher is interested to conduct a study titled “A DESCRIPTIVE ANALYSIS OF TEACHERS’ DIFFICULTIES IN TEACHING ENGLISH USING GOOGLE CLASSROOM AT IAIN SALATIGA”.

B. Problems of the Research

Based on the background of the research above, this research attempts to solve some stated problems as follows:

1. What are the difficulties faced by English teachers when teaching using Google Classroom at IAIN Salatiga?
2. What are the factors that cause difficulties for English teachers when teaching using Google Classroom at IAIN Salatiga?
3. What are the English teachers’ strategies to overcome their teaching difficulties using Google Classroom at IAIN Salatiga.
C. Objectives of the Research

According to the statements of the problems above, the researcher aims to attain some objectives of the research as follows:

1. To identify the difficulties faced by English teachers when teaching using Google Classroom at IAIN Salatiga.
2. To identify the factors that cause difficulties for English teachers when teaching using Google Classroom at IAIN Salatiga.
3. To identify English teachers’ strategies to overcome their teaching difficulties using Google Classroom at IAIN Salatiga.

D. Limitation of the Research

This research focuses on identifying the difficulties faced by English teachers when teaching using Google Classroom especially regarding designing the classroom concept using Google Classroom, stimulating students’ activeness in the Google Classroom, and assessing students’ assignment. This study does not explore any learning perceptions from students.

E. Benefits of the Research

The researcher expects to accomplish some benefits after arranging this research which are as follows:

a. For the researcher
This research help researcher explore the literature works on the scope of the study, which is English learning using Google Classroom, as well as some teachers’ practices of it conducted at university level. This, of course, helps deepen reseacher's own understanding on this topic theoretically and practically. Researcher here practices to find solutions to problems that occur in the English education program at university, especially in the learning process so it also give lessons to researcher herself in teaching using the tool effectively. In addition, this research also serves as a requirement to complete the provision of prospective educators.

b. For the teachers

The findings of this study can help teachers increase their practical knowledge for the field of the internet media use in English teaching and learning process using Google Classroom and to solve difficulties they face while teaching using the online tool. This research can also be used by all other teachers as a reference to better understand how to practice effective English online learning through Google Classroom.

c. For students

Although the impact of this research for students cannot be obtained directly, the teachers who are involved in this study or read the result of this study will be able to learn how to solve their teaching problems thus learning process that is experienced by students who are taught by them can be more meaningful and effective.
For IAIN Salatiga

The findings in this study assist IAIN Salatiga’s English lecturers’ online teaching skill development in implementing Google Classroom in their teaching and their ability to avoid or solve problems that may challenge them during their teaching practice using the digital class. And extensively, this will also be beneficial to be used as a teaching reference for others lecturers in other departements in any faculty of IAIN Salatiga.

F. Definition of Key Terms

In order to avoid misunderstanding for the readers, the researcher presents the definitions of key terms as follows:

a. Teachers

The teacher is a person who is always imitated, a profession or position that requires special skills as a teacher. Teacher is one of the many factors that influences the successfulness of teaching learning process. Teachers are as educators, trainers, instructors, trainers, tutors and so forth. Where their job is to both educate and teach their students both in formal and informal education(Djamarah, 2000). Teachers or lecturers play the most important role in teaching-learning process; they can lead meaningful English learning classroom activities if they are able to overcome or minimize the problem faced by their students. Especially in the English language teaching, teachers’ main duty is to direct their
students in mastering the macro language skills such as listening, speaking, reading, and writing.

b. Teaching difficulties

Teaching is the teacher providing knowledge, skills, and understanding to each student. According to Shukla (2007), teaching is a profession which is essentially a learning activity. The purpose of teaching is to convey knowledge and to train students’ thinking patterns. If learning has not occurred, then that goal will not be achieved. Inadequate or inappropriate teaching, especially in the early years, can be the cause of teaching difficulties (Slavin, 1994).

c. Online learning

Online learning is web-based learning that embodies phenomenal technological and communication innovations in the field of higher education (Pande, 2016). The application of online learning is very useful for learning because it is flexible, which allows users to access various information and several learning resources without limited space and time. The purpose of online learning is not to limit students in learning because of the time and distance constraints that do not allow for direct learning (Naidu, 2003).

d. Google Classroom

Google Classroom was developed by Google for academic objectives that support mixed learning platforms. This application is very easy to use and can help teachers and students to do the learning process.
Users can utilize it for virtual classes which can function like conventional classrooms, but it saves more time and space (Iftakhar, 2016).

G. Organization of the Graduating Paper

It is important to organize systematic graduating paper, so the reader can understand the substance of the research briefly. The organization of the graduating paper is as follows:

Chapter I is introduction. This chapter defines about the introduction of the research. It comprises of background of the research, problems of the research, objectives of the research, limitation of the research, benefits of the research, definition of key terms and organization of the graduating paper.

Chapter II is literature review. This chapter comprises of the previous researches related to the research. In addition, the researcher also presents supporting theories on behalf to encourage the theory of the research.

Chapter III is research methodology. This chapter presents the research methodology related to the research. It comprises of type of the research, location and time of research, source of the data, technique of data collection, technique of data analysis, validity of the data. Chapter IV is the research findings. This chapter comprises of the findings and data analysis data about the teacher's description of the difficulty of teachers when learning English using an online learning system using Google Classroom. Chapter V is closure. This chapter not only presents the research conclusions to deliver the main points of research but also suggestions which may useful for the reader.
CHAPTER II
LITERATURE REVIEW

In this chapter, the researcher intends to present the theoretical framework of the study. It consists of theories of teaching difficulties, online learning, Google Classroom, and previous studies related to the research.

A. Review of Related Theories

1. Teaching Difficulties

   a. Definition of teaching

   Teaching is a guide for students in the learning process. Teachers provide knowledge and skills to students. By creating an active classroom for student learning activities. According to Shukla (2007), teaching is a profession where learning activities are the core. Teaching refers to all processes and activities that are designed to provide knowledge, skills and understanding at all levels of education. Teaching is the formal standard of teacher and student interaction where learning is first. Basically a teacher guides student activities to produce learning. The purpose of teaching is to ensure learning and if learning has not yet occurred, then the goal will not be achieved.

   The basic factors of good teaching are democratic behavior by teachers, use of knowledge and skills that are primarily related, readiness of a teacher and students, motivation to learn more about a given topic, well-organized structure, and feedback as a basis for
continuing performance improvement and teaching and learning discoveries (Phipps, 1988).

b. Difficulties in Teaching English

From reading many sources, researcher found the English teaching difficulties as follows which are classified into three namely difficulties in preparation, difficulties in implementation, and difficulties in assessment.

1) Preparation difficulties

The difficulty faced by the teacher in teaching is the difficulty of preparing for learning. According to Couch (2015), one of the difficulties teachers face in teaching is in preparing to set indicators. Regulated indicators cannot be fully used as benchmark to achieve basic competencies. Learning plan indicators are very important because they give an impact on how teachers provide material, activities, and assessments for students. Teaching activity, material, and assessment must be in accordance with the indicators set in order for the teacher to arrive at successfully transfer basic competencies for students.

2) Implementation difficulties

Teachers find it difficulty to deal with students who are passive and under performing because their passiveness and low achievement can be really problematic. Therefore students need to carry out activities in all stage of learning actively to find the
desired knowledge and skills or attitudes. The question stage is an important stage for students to start building knowledge by asking questions, so they need to know the answers with the guidance of the teacher. To find out whether students have built up the knowledge given by the teacher, the teacher can observe from their curiosity to ask question. Students asking question can be the proof that they already have the knowledge that needs to obtained during the teaching and learning process (Sejati, 2015).

3) Assessment difficulties

Teacher needs to determine the intended learning outcomes and how to measure learning. Apparently, teacher often faces difficulties in determining or designing an assessment of students’s knowledge and skills and conducting assessment in class. For some teachers, they also experience the challenge to find the better assessment measures than what they already use if they have not been very effective already. Whereas, others might find problems in managing time for assessment (Handlesman, 2007).

c. Teaching strategies

According to Oyetunde (2002), an important step in carrying out the teaching process is the identification of certain behaviors that can help the effectiveness of teaching and learning that will occur. These positive behaviors that help realize effective learning is called teaching strategies. Therefore, teaching strategies are educational techniques,
methods, action plans or classroom interactions intended to achieve specific teaching or learning objectives. According to Oyetunde (2002), there are several types of strategies for teaching, as follows:

1) Set induction

   Set induction is a strategy for opening up knowledge to students in a positive mental setting for accidental attention during lessons. Regulating induction is an action that has been planned by the teacher to rouse students’ enthusiasm, create an atmosphere of curiosity and motivation, provide energy, and direct students through the lesson.

2) Planned Repetition

   Repetition is a good strategy in teaching and must be planned to be useful for students. Repetition allows students not to forget the discussion of material that has been taught.

3) Effective use of questions

   The ability of students to use provocative, answerable and appropriate questions is a very important skill in all matters of teaching. Skills in preparing facts, conceptual, thinking, and discussion are important skills in teaching.

4) Providing feedback

   The feedback process includes providing knowledge about the results, questions, visual aids, and assessment of performance.
Therefore, feedback helps the teacher to modify the lesson accordingly.

5) Closure

Evaluation occurs when the learning and teaching process ends. Not how well students do through exams, but also how well the teacher does, and how well the system is designed and operated.

2. Online learning

a. Definition of online learning

According to Keller (2007), online learning is the use of information and communication technology (ICT) to convey educational information because students are separated by distance, time, or both to improve learning performance. This online learning is educational mode that uses modern methods of communication through computers and networks. Through the website, students can interact easily through the internet, through the use of email, and online discussion groups. Students in online learning can access educational material anytime and anywhere (Arabia, 2015).

Simple online learning is electronic learning that usually uses devices such as computers, smartphones, and I-pad to conduct special learning such as distance learning (Virtual, 2015). According to Bowers (2015), as a combination of the above definitions, online learning can be defined as utilization of multimedia technology and the internet to improve the quality of learning. Online learning also refers to the usage
of advanced technology that facilities access to online resources. In a broader sense, online learning can also be referred to as an achievable learning methodology electronically.

b. Advantages and disadvantages of online learning

According to Mobbs (2003), as the world is moving toward the digital age and more universities are trying to maximize the use of technology in education, one must consider both advantages and disadvantages of doing so.

a) The following are the advantages of online learning:

1) Convenience for students

Online learning materials can be accessed anytime as desired by students. They don’t need students to be physically present in class. Students can also save learning material from the system.

2) Lower cost

Using online learning usually saves money. Because of the way of learning for most students, they can choose from a variety of courses and make choices depending on their needs.

3) Up-to-date learning materials

Learning material system in online learning can be further updated. Their learning material can be placed in the system. They can be updated without changing all the
materials for learning and learning materials will be available and can be used for a longer time.

4) Flexible way of learning

Online learning is a very flexible way of learning for many students, for example, most of the materials can be stored for students to access it whenever they need.

5) Higher degree of freedom for students

Online learning system provides the possibility for students to learn the same material and repeatedly until they understand.

6) Better retention

Having video and audio material used in online learning makes the whole learning process more enjoyable and make students remember things they have learned in a long period of time. In addition, learning material can be accessed anytime we want.

b) The following are the disadvantages of online learning:

1) Low motivation

Students with low motivation may not be able to achieve the goals set most of the time, because there is no face-to-face meeting.
2) Technology-dependency

Online learning material is set using a computer application. Influencing factors such as poor internet connection and machine damage may make the learning process take a long time.

3) Reliability of the content

Usually the content available on the internet may not always be reliable. Sometimes there is news or content that misleads readers and gives wrong information. So the reader must be careful in finding information and must check the content before studying it.

4) Social isolation

Very lack of real classrooms or classmates may not be good for all students because students might feel socially isolated for not doing face-to-face meeting with classmates.

c. Characteristics of online learning

Online learning has brought the entry of information and communication technology to the internet for learning and teaching activities in education. The internet has offered various ways to distribute and provide resources that can be used for various purpose, including education and implementation. Technology-based online learning includes the use of producing materials for learning, teaching students at various specific levels and regulations. In a broad sense,
online learning is related to information and communication technology to provide access to online system aimed at teaching and learning.

Web-based learning does not require extensive computer skills, although it is familiar with computers and software, especially web browsers that help reduce acceptance barriers (Tarhini, 2013). With this web-based online learning system, students can attend classes whenever students need or until learning material is finished. This approach offers support and feedback from instructors and classmates (McCombs, 2011).

3. Google Classroom

a. Definition of Google Classroom

According to Iftakhar (2016), Google Classroom was developed by Google for academics which aims to support a mixed learning platform. Basically Google Classroom is an online teaching and learning tool that helps simplify the process of taking, assessing exams, and assignments in a paperless manner. This Google Classroom application helps teachers and students to communicate well to be involved outside of classroom teaching and learning. As a Google App feature, this is the only application that Google has designed exclusively for teachers and students.

In order to install Google Classroom using smartphone or on a computer as a desktop version, someone can create and join Google Classroom using a Gmail account. Creating Google Classroom is a very
easy task and after creating a class, the teacher will give the class code to students. A teacher can make announcements, assignment, take exams or even send emails to students (Janzen, 2017).

b. Features of Google Classroom

According to Janzen (2017), many activities that we can do with Google Classroom while the class is in operation. Google Classroom features are very easy to make and use. In Google Classroom all the available features are integrated. On the bottom right hand side, there is a plus sign. If we click it, four different tabs will open namely the reuse post where the teacher can make question, make assignment, and give students announcements about class updates. In Google Classroom, the teacher can save all files on Google Drive as links for teaching purpose. From Google Classroom, a teacher can also send emails to all students.

Google Classroom offers features that can be used by the users. Those features are mentioned below:

1) Assignment: This feature can provide benefit for teachers to assign students online. When students complete their assignments, they can submit it in this section as well as many various formats.

2) Question: This feature section allows the teacher to make an assessment without using paper. In this feature, students can make a direct assessment of them by using a smartphone or on computer after the teacher shares his assignment.
3) Material: Teacher can easily share teaching material just by uploading it here. Students can have it only by downloading assignments given by the teacher.

4) Topic: This section allows teachers to communicate interactively with all students in the class.

5) Comments: There are two types of comments used in Google Classroom. One is a class comment and the other is a personal comment. Class comments are used if the teacher wants to interact with the whole class, while private comments are found in individual accounts, which are used to comment on students about personal assignments.

c. The benefits of using Google Classroom

According to Pappas (2017), there are several benefits found in using Google Classroom to support the learning process.

1) Class Management: In Google Classroom, the teacher is authorized to create and post learning materials for students. Material can be in the form of documents, images, audio, and videos. Google Classroom also provides a discussion board where students can discuss or interact with one another easily. There are other features such as announcements, upcoming assignment, datelines, so students can find out the assignment datelines.

2) Flexibility: Students and teachers can access all the features that are in Google Classroom in all forms of gadgets, such as computers,
smartphones and tablets. Accessing Google Classroom is very simple by connecting just an email account. We can access it anytime and anywhere as long as they have a good internet connection and gadget.

3) Safety and Security: Students can register for class by entering the class code provided by the teacher or by invitation of the teacher via email. That means that in Google Classroom, it is limited to certain things only students in that class where there are no intruders or other class groups.

4) Promoting Collaboration: Students can interact with others on the internet discussion boards that encourage them to have better collaboration. Students can discuss assignments through online. In addition, the teacher can understand student progress in learning at any time. They easily get information about announcements or other questions in the online class through Google Classroom (Mafa, 2018).

5) Paperless: When learning through Google Classroom, no more paper is needed because teaching material and assignments are shared and sent through Google Classroom. Thus, no need to worry about printing or losing files.

6) Speed up the assignment process: Google Classroom makes the learning process fast and efficient because students do not have to meet directly with the teacher. Assignments or works only need to
be uploaded in the column provided. The teacher can easily see who has sent the assignment and who is late sending the assignment according to the dateline specified by the teacher.

7) Good comment system: In this Google Classroom, class members can make comments that can become online class discussions through Google Classroom.

B. Previous Studies

In this study, the researcher takes review from other research related to my area as a principle or literature comparison of the case in this study:

The first research has been conducted by Trisagita Oktavianti (2018). This study aims to investigates the difficulties faced by teachers in Indonesia teaching English using a scientific approach. This research also tries to find out the factors causing the difficulties. This research is of descriptive qualitative research. The study was conducted by three English teachers from three schools in Mataram selected as participants of this study. The data were collected by means of teachers’ lesson plans, questionnaires, and interview. The data from questionnaires and interview were analyzed using thematic analysis. The difficulties examined were three points: (1) difficulties in preparation, (2) difficulties in implementation, and (3) difficulties in assessment. The result of this study indicated that the difficulties in preparation are related to designing indicators, materials and activities that are in accordance with the scientific approach concept. Difficulties in classroom
management happen when students are the source of problems. The difficulties in assessing lay in the problems in designing the proper evaluation and doing the evaluation properly. Based on these results of the study, it is suggested to English teachers, government and all practitioners to take this as considerations in improving education in Indonesia through the effective implementation of scientific approach. The difference from the first previous research was that the data from the interview questionnaire were analyzed using thematic analysis. The difficulties faced by the teacher in this study were difficulties in preparation, difficulties in implementation, and difficulties in assessment. While the equation of this research is that this researcher is a qualitative research. The study was conducted by three English teachers. Data collection is done through lesson plans, questionnaires. Researchers also look for factors that cause these difficulties.

The second research has been conducted by Annita Muslimah (2018). The purpose of this research is to identify student’s responses on the use Google Classroom in English Language Education Department of Islamic University of Indonesia. The population of subject research were 190 students in English Language Education Department batch 2014, 2015, 2016, and 2017. The method of this study is quantitative research and adapted Shaharanee et. al (2016) questionnaire as the instrument to collect data. The questionnaire contained 23 items. The data was analyzed by using frequency and means. The means score shows: 3.82. The result indicated that students agreed that Google Classroom was useful and they were satisfied with
Google Classroom as an online learning tool. The difference from the second previous study was that the purpose of this study was to determine student responses about the use of Google Classroom in the English education department. The population of research subjects was 190 students. Data analysis using frequency and means. The equation of this research is that data collection is done through a questionnaire.

The last research has been conducted by Aisyah (2017). The purpose of this study was to investigate: (1) the difficulties faced by teachers during English teaching activities, (2) solution to teacher problems English teaching process. This research used descriptive qualitative research and was conducted on April, 25 2016 until may, 09 2016 in Bakat Istimewa Olahraga (BIO) class at the tenth grade of SMA N 1 Slogohimo Jakarta. Collecting data was done using interview and observation. The result showed: (1) the difficulties faced by teachers included two factors, namely; internal factors (emotional factors, physical factors, and teachers’ distracted concentration) and external factors (media unavailability, the lack of time unavailability), (2) teachers found solutions to reduce their difficulties during English teaching. Solutions for teachers’ emotional factors were such as by not bringing personal problems during the learning process and controlling their emotions while teaching. The solution of teachers’ physical factors was that the teacher should make sure they have physical fitness. The solution for external factors of the lack of media was that the teachers bring their personal active speakers for listening based activities. And for the issue of limited time of teaching; the
teacher could give fewer materials to the students and deliver the materials more simply but still effectively. The difference from the last previous research was that data collection was done by interview and observation. There are two factors faced by teachers, namely internal factors (emotional factors, physical factors, and disturbed teacher concentration) and external factors (unavailability of media, lack of available time). The equation of this research is research using qualitative research types. The purpose of this study was to determine the difficulties faced by teachers during English learning activities and problem solving of teachers in the process of teaching English.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the methodology related to the research. It comprises of type of the research, location and time of research, source of the data, technique of data collection, technique of data analysis, and validity of the data.

A. Type of the research

The researcher used qualitative research. According to Baniste (1994), qualitative research refers to a research method that captures and provides a description of the phenomenon that is happening, and as a method to provide an explanation of the phenomenon being researched and investigated. According to Zahrobi (2013), qualitative research is a form of social action research that emphasizes how people interpret and understand their experiences to understand the social reality of individuals. It is to make use of interview, diaries, journals, class observation and open questionnaires to obtain analysis, and interpret content analysis of visual and textual data material. The purpose of qualitative research is to describe and interpret problems or phenomenon systematically from an individuals perspective, and to produce new concept and theories, with a choice of methodology questions to be asked (Viswambharan, 2016).

Furthermore, the writer uses the descriptive qualitative method where it analyzes the difficulties faced by teachers when teaching English courses.
using Google Classroom in the forms of description that summarize the obtained data from the involved subject teachers.

B. Location and Time of Research

The research was conducted in July 2020 virtually among English lecturers in the English Education Department of IAIN Salatiga as the subject teachers. However, the scope of the study is much longer than that duration because it involves the subjects’ online teaching practices (using Google Classroom) since around March 2020 when online learning at IAIN Salatiga first started as a response to Covid-19 pandemic.

C. Source of the data

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

1. Primary Sources

Primary resource was obtained based on “original data”. What is meant by original data means the research is done by collecting the data itself, for example by using interviews, questionnaires, observation, and student journals. Primary data in this study was the virtual teacher online questionnaire in the form of Google Form that would be analyzed, classified, and described to find out the answers to the research problem questions. Furthermore, the subject teachers involved in this study were:
<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Teachers</th>
<th>Course name</th>
<th>Number of students</th>
<th>Google Classroom implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Weekly meetings</td>
</tr>
<tr>
<td>1.</td>
<td>Nur Muthmainnah, M.Pd</td>
<td>Sentence Based Writing</td>
<td>24-34 Students</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Yuli Nur Ariyani, M.Pd</td>
<td>Bahasa Inggris 1 &amp; 2</td>
<td>31-40 Students</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Muhammad Arif Al Hakim, M.TESOL.</td>
<td>Listening in Professional Contexts</td>
<td>21-30 students</td>
<td>√</td>
</tr>
</tbody>
</table>

2. Secondary Sources

Secondary data in a 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 will write a literature review for a primary research. So, secondary sources in this research were all relevant information found in the articles or journals, PDFs, and books that were used to support the writing of this paper report.

D. Technique of data collection

The researcher collected the data by doing some steps as follows:

1. Online questionnaire
According to Babbie (1990), questionnaire is a document that contains questions designed to find information for analysis. The questionnaire was used for research survey, experiments, and other modes of observation. Research questions were built strongly to receive answers that fit variables to be analyzed. There are two types of questionnaires, i.e., structured and unstructured questionnaire.

a. Structured questionnaires

The structured questionnaires consist of pre-coded questions with clear patterns following the sequence of questions. Most quantitative data collection uses this structured questionnaires. The advantages of structured questionnaires were that they are easy to manage, show consistency and category of answers, and easy to process the collected data.

b. Unstructured questionnaire

Unstructured questionnaires consist of more open-ended questions to collect specific data from participants. Most qualitative data collection uses unstructured questionnaire, for example conducting focus group discussions of which many of the questions follow up some previously settled questions hence unstructured questionnaire.

Researchers here employed structured questionnaire. The questionnaire was planned to collect the necessary information about the difficulties faced by teachers in teaching English courses online.
using Google Classroom through Google Form that contained a structured questions sequence.

Here is the complete list of the structured questionnaire questions as appeared in the Google Form:

<table>
<thead>
<tr>
<th>TEACHER’S PROFILE</th>
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<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
</tr>
<tr>
<td>d.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>d. Schoology</td>
</tr>
</tbody>
</table>

**DIFFICULTIES**

8. What were the difficulties you encountered when teaching English online using Google Classroom? (CHOOSE ALL OPTIONS THAT APPLY)
   a. To set up the Google classes (creating the class, adding students to the class, etc.)
   b. To design effective concept of teaching your course using Google Classroom
   c. To identify/use some features in Google Classroom effectively
   d. To make students active in Google Classroom activities
   e. Others: ________

9. What were the difficulties you encountered when conducting student exams (mid-term/final-term exam) online using Google Classroom? (CHOOSE ALL OPTIONS THAT APPLY)
   a. To create the exam questions
   b. To make the students understand how to do the exam
   c. To grade students’ exam results
   d. Others: ________

**CAUSING FACTORS**

10. What factors caused those difficulties you faced when teaching
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>What factors caused those difficulties you faced when conducting mid-term/final-exam using Google Classroom?</td>
</tr>
<tr>
<td><strong>STRATEGIES</strong></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>What were the strategies that you used for overcoming those difficulties you faced when teaching online using Google Classroom?</td>
</tr>
<tr>
<td>13.</td>
<td>What were the strategies that you used for overcoming those difficulties you faced when conducting mid-term/final exam using Google Classroom?</td>
</tr>
<tr>
<td><strong>IMPORTANT EXPERIENCES</strong></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Please share some important or interesting experiences of using Google Classroom that you think should be known or noted by teachers who will teach using Google Classroom in the future:</td>
</tr>
</tbody>
</table>

2. Documentation

According to Corbin (2008), documentation is a process of obtaining information through printed or electronic materials (based on computers and the internet) related to the research topic. Written documentation is a source of research that often has an important role in qualitative research. The researcher analyzes the documents related to teaching, the purpose of which is to complete the information obtained through the online
questionnaire. Data documents to be taken from the subject teachers were syllabus and lesson plans.

E. Technique of Data Analysis

According to Miles (1994), there are three phases in analyzing qualitative data, which were as follows:

1. Data reduction

Data reduction is referring to the process of selecting, summarizing, choosing the main data, focusing on important matters, simplifying, abstracting, and transforming the data that appears in the field notes or written transcriptions. Thus the reduced data will provide a clearer picture, and make it easier for researchers to collect further data, and look for them when researchers need which cases, research questions, and data collection approaches should be chosen when conducting research.

Data reduction was done by the researcher after obtaining some data about the difficulties faced by teachers in teaching English courses online using Google Classroom and some data gained from documentation of the syllabuses and lesson plans. Then, the researcher conducted the process of selecting data related to the research problems taken from data sources, focusing on the things that were important, summarizing the most important data, then simplifying the data to synthesize the proper results of study.
2. Data display

The second main flow or analysis activity is data display. Looking at the display helps us to understand what is happening and do something well before further analyze or take action based on that understanding. For data display in qualitative research, the presentation of data can be done in the form of short descriptions, charts, relationship between categories, flowcharts and the like.

In data display, the researcher presented some classification of data gain from both online questionnaire and documentation that convey the problems discussed in the study. Because this research was centred on teaching difficulties, there would be the exposes of the technical difficulties that the subject teachers experience which will be explained in detailed along with other related discoveries.

3. Conclusion and verification

Conclusion and verification is a procedure of drawing conclusions based on information data that was arranged in a form patterned at the presentation of data. Through this information researchers can see and determine the correct conclusions about the object of research because drawing conclusion is a complete depiction of the research object.

In this last step, the researcher concludes the research findings into main points of conclusion which were in accordance with the research purposes and verification data that explains the meaning of actual data configuration. Researcher draws conclusions from observational data to
find out the kinds of difficulties faced by teachers in teaching English online using Google Classroom and how to solve them.

F. Validity of the Data

The validity of the data in every research requires a standard to see the degree of trust or truth of the result of the research. In qualitative research, the validity of data represents trustworthiness. Lincoln (1985) found the trustworthiness criteria as a means to evaluate qualitative research. Trustworthiness is about how well the researcher had provided evidence that the researcher descriptions and analysis represent the reality of situations and person studied.

Lincoln further divided trustworthiness into five types, as follows:

1. Credibility is trust that can be placed to fulfill the truth value of data and information that has been collected.

2. Transferability is this criterion used to meet the criteria that qualitative research result can be transferred to other contexts with other responses.

3. Dependability is whether the result of the study refers to the consistency of the researcher within collecting data and using scientific concepts when making interpretations to draw conclusions.

4. Confirmability means the results of research can be proven where the results of research were in accordance with the data collected and included in the field report.
5. Reflexivity is the process of self-reflection about yourself as a researcher and researcher’s relationship (relationship with respondents, and how the relationship affects participants’ answers to questions)

This research has the credibility value because it involved subject teachers’ contribution in the data collection as well as the transferability because the subjects are more than one and supply responses of which the contents are mutually related. The dependability value was also reflected as the research results depend strongly on the all observed data from the sources used. Providence of the necessary data displays convinces that confirmability value also exist in this research. Lastly, including the reflective discussion about the presented data proves that reflexivity applies in this research. In the other words, this research possesses all the five elements of trustworthiness, thus this research can be confirmed as valid.
CHAPTER IV
RESEARCH FINDING AND DATA ANALYSIS

This chapter contains the findings and analysis of the data collection. The researcher collected data from the description of the difficulties faced by teachers in teaching English online using Google Classroom via Google Form and from the documentation of teachers’ course syllabuses and lesson plans.

A. Research Findings and data analysis

The study findings are discussed below consisting of two parts. First is the teacher’s responses to online questionnaire, and the second is documentation.

1. Online Questionnaire Result

The researcher found data from the description of the difficulties faced by teachers in teaching English online using Google Classroom. For research report purpose, teachers’ identity isn’t explicitly written by name but by coding as in the table below:

Table 4.1
List of Teacher Respondents

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>NM</td>
<td>P1</td>
</tr>
<tr>
<td>2.</td>
<td>YN</td>
<td>P2</td>
</tr>
<tr>
<td>3.</td>
<td>LH</td>
<td>P3</td>
</tr>
</tbody>
</table>
This following data is the results from all teachers’ answers on the online questionnaire section. In presenting the data, the researcher used codes as follows:

Q : stands for the questions in the online questionnaire

AQ : stands for the answers in the online questionnaire

a. The difficulties faced by English teachers when teaching using Google Classroom.

All questions and answers from online questionnaires regarding to the difficulties faced by English teachers when teaching using Google Classroom are presented below.

This first question is to find out what difficulties were faced by the English teachers when teaching using Google Classroom.

Q1 : What were the difficulties you encountered when teaching English online using Google Classroom?

Option 1: To set up the Google classes (creating the class, adding students to the class, etc.)

Option 2: To design effective concept of teaching your course using Google Classroom

Option 3: To identify/use some features in Google Classroom effectively

Option 4: To make students active in Google Classroom activities
Option 5: Others

AQ1:

The difficulty faced by English teachers when teaching online using Google Classroom is that all teachers argue that the difficulties faced when making students active in learning activities using Google Classroom.

Explanation: It can be concluded that all of the teachers above argue that making students active activities is the only difficulty they faced when they were teaching using Google Classroom, because this question allows teachers to select multiple answers but all of them only selected that option. From here, we can also conclude that to set up the Google classes (creating the class, adding students to the class, etc.) (option 1), to design effective concept of teaching your course using Google Classroom (option 2), to identify/use some features in Google Classroom effectively (option 3) were not problematic for the three teachers.

The second question is to find out what difficulties the teachers faced when preparing student exams (mid-term / final-term exams) online using Google Classroom.

Q2: What were the difficulties you encountered when conducting student exams (mid-term/final-term exam) online using Google Classroom?
Option 1: To create the exam questions
Option 2: To make the students understand how to do the exam
Option 3: To grade students’ exam results
Option 4: Others

AQ2:
P1: “To control students submitting the task before the due date ends”.
P2: “There is no difficulties because i use Google Form in conducting students exams”.
P3: “To make the students understand how to do the exam”.

Explanation: Based on the questions given to the teacher, they have various answers. All of the three, only on teacher (P3) selected from one of the given answer options, i.e., to make the students understand how to do the exam. Meanwhile, the other two teachers gave their own arguments, where P1 answered it was to control students to send assignments before the deadline ends, and P2 answered that there was no difficulty because her students did not take exam on Google Classroom but instead via Google Form. From here we can also know that there were only two teachers who used Google Classroom for both class meetings and doing exams.

b. The factors that caused difficulties for English teachers when teaching using Google Classroom
In the third question, the researcher wants to know what factors that caused difficulties for English teachers when teaching using Google Classroom. All questions below this category are open-ended thus answers varied based on the teachers’ personal experiences. Here are their answers:

Q3 : What factors caused those difficulties you faced when teaching online using Google Classroom?

AQ3 :

P1 : "Actually I didn't conduct weekly class/meeting using Google Classroom. Probably some technical problems such as students' internet limited access and lack of knowledge in operating the Google Classroom makes the class less active”.

P2 : “The signal and to make the students more active because we can't control the students' activeness”.

P3 : “The features of Google Classroom especially on commenting and highlighting students' comments through the discussion”.

Explanation: It can be concluded that most of the teachers answered that the factors that caused difficulties for teachers to teach online using Google Classroom were technical problems such as internet access or limited signal (P1 and P2), lack of student knowledge in operating Google Classroom (P1), teacher’s inability
in controlling student activeness (P2), and limited function of the discussion comment feature (P3).

In the fourth question, the researcher wants know which factors that caused difficulties faced by teachers when conducting mid-term / final-term exams using Google Classroom.

Q4 : What factors caused those difficulties you faced when conducting mid-term/final-exam using Google Classroom?

AQ4 :

P1 : “There is no notification from Google Classroom to show that all students have submitted the task”.

P2 : “The signal”.

P3 : “Student’s misunderstanding of the test instruction”

Explanation: Based on the questions given, the teacher has a variety of different answers about the factors that cause students’ difficulties when doing exams using Google Classroom including no notification from Google Classroom to show that the students has sent the assignment (P1), signal error (P2), and students’ misconception about test instruction (P3).

c. The English teachers’ strategies to overcome difficulties in using Google Classroom for teaching

In the fifth question, the researcher wants to know the English teachers strategies to overcome the difficulties in teaching using Google Classroom.
Q5: What were the strategies that you used for overcoming those difficulties you faced when teaching online using Google Classroom?

AQ5 :

P1: “Suggest student to find better internet connection to do the task”.

P2: “I give the exercises of the material to the students by giving them due date”.

P3: “Maximizing the direct reply on the comment section and repeating the highlighted comments of the discussion”.

Explanation: In this section based on the questions given, the teachers had various answers about what strategies they used to solve their difficulties in teaching using Google Classroom. P1 answered to suggest students to find a better internet connection. P2 answered by informing the due date right when giving the practice materials to students so that students were not late in collecting their assignments. Meanwhile, P3 optimized the direct reply and highlight feature in the comment section. Their strategies are different because they faced different difficulties and had different causes as stated in the earlier sections.

In the sixth question, the researcher wants to find out the strategies used by teachers to overcome difficulties faced when doing midterm / final-term exams using Google Classroom.
Q6 : What were the strategies that you used for overcoming those difficulties you faced when conducting midterm/final exam using Google Classroom?

AQ6 :

P1 : “I would check the Google Classroom before the due date to know who have not submitted the task then I will inform to the WhatsApp group to identify and confirm the problems they face when doing the task”.

P2 : “I give a time limit to the students”.

P3 : “Giving brief, clear, and simple instructions in an understandable order”.

Explanation: It can be concluded that to overcome teacher difficulties faced when doing midterm / final exams using Google Classroom, it is important for teachers to give clear but simpler instruction and time limit, and also to remind students on their tasks and check on students’ problems if any in order to provide solutions.

d. Interesting experiences using Google Classroom that future teacher who will teach using Google Classroom should know.

In the seventh question, the researcher wants to know about important or interesting experiences of the teachers in using Google Classroom so that other teachers who will teach using Google Classroom should pay attention to in the future.
Q7: Please share some important or interesting experiences of using Google Classroom that you think should be known or noted by teachers who will teach using Google Classroom in the future.

AQ7:

P1: “Google Classroom helps teacher to conduct a test/exam efficiently. We can interact and give comment to the students’ task beside the score. We can attach some links from YouTobe, learning website, other application to share materials or task”.

P2: “I think teaching online by Google Classroom can be accessed by the students because it doesn't need too much money (quota)”.

P3: “They should use/maximize the marks features on the Google Classroom to give feedback and assessment to the students in a meaningful way”.

Explanation: Based on the question given, they have various answers about interesting experiences using Google Classroom to inspire other teachers who will use it for future teaching. P1 answered that Google Classroom can help teachers to do test/exams efficiently and attach some links from YouTobe, a learning website to share materials and assignments. According to P2, teaching using Google Classroom online can be easily accessed.
by students because they do not have to spend a lot of money. Where as according to P3, they must use Google Classroom’s marks feature maximally in order to conduct meaningful way of doing assessment.

e. Other online tools used by the teachers

In the eighth question, the researcher wants to know about what applications are used by teachers to teach other than using Google Classroom.

Q7: If any, what other applications did you use for teaching in addition to Google Classroom?

Option 1: WhatsApp

Option 2: Zoom

Option 3: Google Meet

Option 4: Schoology

Option 5: Others

AQ7:

P1: WhatsApp

P2: Google Form

P3: Zoom

Explanation: Based on the questions given, the teacher has a variety of different answers about what applications are used by teachers to teach other than using Google Classroom. P1 used WhatsApp, P2 used Google form, and P3 used Zoom. From here
we can also know that teachers used more than one application in their teaching.

B. Data Analysis

As stated in the statement of the problem, there are three problems that have to be answered in this research. The first is about the difficulties faced by English teachers when teaching using Google Classroom. The second is about the factors that caused difficulties for English teachers when teaching using Google Classroom. The third is about the English teachers’ strategies to overcome teaching difficulties using Google Classroom. In addition, researcher also wants to know about interesting experiences in using Google Classroom that other teachers who will teach using Google Classroom should pay attention to in the future. The collected data that answer those four primary questions have been presented above, and below is researcher’s analysis on each of them.

1. The difficulties faced by English teachers when teaching using Google Classroom.

Of all the teachers who answered the online questionnaire, all of them answered that the difficulties faced when teaching English online using Google Classroom showed that all teachers had difficulty making students active in learning activities using Google Classroom. From this statement, the teacher lacked the ability to make students more active in learning. This is actually the opposite to what Lynch (2018) found in his
research that showed that Google Classroom is able to increase student learning activity such as face-to-face classes by providing material including sharing links, videos, and interactive games, collaborative assignments. Relating these teachers’ responses and Lynch’s study result, it can be assumed that the teachers might not have explored all those recommended features suggested by Lynch, may be because this was also the first experience for the teachers to run classes online using the app. Therefore, it is suggested that in the future teaching, teachers can prepare more interesting discussion material on Google Classroom by providing games, videos, and pictures so that learning becomes fun and not boring which can trigger students’ active learning using the application.

Regarding the difficulties faced by teachers when taking online exams using Google Classroom. P1 said that “To control students submitting the task before the due date ends”. Shore (2019) found that in most online classes, teachers do not give repeated reminders to students to turn in and do assignments and they are only reminded by the notification and themselves whether they will do the task or not. This is why completing online learning requires high dedication and self-motivation from students themselves, and if the teachers are okay, the can also volunteer themselves to give reminders to students more over if it is in their first experience to have online classes because students are also still adjusting. Then, P3 said “To make the students understand how to do the exam”. To overcome this difficulty, in my opinion, the teacher
should clearly explain the stages of working on the questions using Google Classroom before the exam is carried out and requests students to ask if they need some guidance.

2. The factors that caused difficulties for English teachers when teaching using Google Classroom

The data shows that the first causing factor was internet access problems. P1 said that “Actually I didn't conduct weekly class/meeting using Google Classroom. Probably some technical problems such as students' internet limited access and lack of knowledge in operating the Google Classroom makes the class less active”. P2 also added information that “The signal and to make the students more active because we can't control the students' activeness”. These problems are similar to what Gamelearn (2017) said, technical problems are one of the main problems in online learning such as compatibility of smartphone PC usage, students understanding to operate applications, and internet connectivity. The student experiences internet problems because they go to a place without a good internet connection, causing disconnection of internet connection. This problem is in line with what Kumar (2015) said that not all students are equipped with a high internet connection during online learning. For the problem of operating the application, they must have not followed the teacher's instructions when explaining, causing problems for students to not understand how to operate the application and of making the class less active.
From the P3 statement said that “The features of Google Classroom especially on commenting and highlighting students' comments through the discussion”. As in the Google Classroom feature, the teacher can provide value points for assignments and add feedback in the form of comments for students to discuss assignments (Edteachtteacher, 2017), the teacher must provide comments to students after the assignment or material being discussed and the teacher discusses it to students so that students better understand the content of the material they are discussing. About the teacher's difficulty factor when students do the exam, P1 said that, “There is no notification from Google Classroom to show that all students have submitted the task”. According to Indra (2017), the notification feature notifies students when they turn in assignments and also notifies teachers when students send assignments, and teachers can know when students send assignments late. So, in Google Classroom there is notification of students who have sent their assignments. Another difficulty which was pointed by P3 was “Student's misunderstanding of the test instruction”. Usually students do not pay attention when the teacher explains test instructions. Then students misunderstand when doing test questions and make the teacher have to explain again from start to finish in detail.

3. The English teachers’ strategies to overcome teaching difficulties using Google Classroom
In the strategy of teaching English teachers using Google Classroom, P1 has a strategy “Suggest student to find better internet connection to do the task”. From this statement the student must find a better internet connection. To find it students can go to the city to find a good internet connection or find a strong and good wifi connection so that they can do assignments smoothly.

As for material practice and for the exam for students, P2 provides a deadline for collection. According to Edteachteacher (2017), Google Classroom automatically creates an assignment calendar to remind you of assignments with due dates. If students are not given a time limit for solving the questions, the students usually collect assignments that are often late and sometimes even forget to do them. So students can estimate the time to collect assignments.

P1 also added more detail information that “I would check the Google Classroom before the due date to know who have not submitted the task then I will inform to the WhatsApp group to identify and confirm the problems they face when doing the task”. I agree that reminding students on class chat forum on social media should be done because it is the fastest way to send information to students thus can help students do the tasks on time. To do the exam, P3 suggested “Giving brief, clear, and simple instructions in an understandable order”. It is true that by providing clear instructions, students can understand the order of taking
the exam and there are no misunderstandings when working on the questions.

4. Interesting experiences in using Google Classroom that teachers who will teach using Google Classroom should pay attention to in the future

P1 said that “Google Classroom helps teacher to conduct a test/exam efficiently. We can interact and give comment to the students' task beside the score. We can attach some links from YouTube, learning website, other application to share materials or task”. Google application is integrated with other features such as Gmail, YouTube, Google Doc, Google Sheet, Slides, and many more are helpful for sharing material, grading assignments, and providing feedback and more (Iftakhar, 2016). Teachers can save time while learning using this Google Classroom application. Because the teacher can provide material easily by attaching links, videos, pictures from YouTube for learning and assignments, the teacher can also provide feedback to students through comments. P2 also added “I think teaching online by Google Classroom can be accessed by the students because it doesn't need too much money (quota)”. This finding is in line with Iftakhar’s statement (2016) that using Google Classroom is free because anyone can access this application without payment. They just need to log in with their Google account to join the class. So students don't need to worry about using Google Classroom because it doesn't cost too much, just buying enough quota and requires a good internet connection and easy to use via mobile phone devices.
While P3 answered, “They should use/maximize the marks features on the Google Classroom to give feedback and assessment to the students in a meaningful way”. The Google Classroom feature has assessments, the teacher can assign any grading to assignments and add personal feedback comments to assignments (Edteachteacher, 2017). Google Classroom supports many different ways of scoring. The teacher has the option to monitor each student's progress on assignments where they can make comments and edits. Modified assignments can be graded by the teacher and returned with comments to allow students to revise their assignments.

5. Other online tools used by the teachers

Besides Google Classroom, P1 used WhatsApp application for teaching. According to Alqahtani (2018), WhatsApp is an online platform that facilitates classroom teaching and learning. Other general websites showcase the advantages and benefits of WhatsApp in teaching and learning using its special aspects such as group chat, audio, video and graphics. This feature facilitates time communication between teachers and students to continue learning even outside the classroom. In this WhatsApp application the teacher can also provide assignments and material by sharing links, videos, pdf, audio, images, and others.

On the other hand, P2 also uses Google Forms for learning. According to Sivakumar (2019), Google Forms is a web-based application used to create forms for data collection purposes. Students
and teachers can use Google Forms for surveys, quizzes, or event registration sheets. Web based can be shared with respondents by sending a link. The data collected using forms is usually stored in spreadsheets. This Google form for learning, usually teachers can easily give assignments or do tests. In Google form the teacher can provide questions, can include photos and videos. For question options can be multiple choices, short answers, and paragraphs. When the teacher gives assignments, the teacher usually provides a link for the assignment and goes directly to the Google Form and students are ready to work on the questions.

While another application which was used by P3 was Zoom. Zoom is a representative cloud-based collaborative video conferencing service offering features including an online meeting, group messaging service, and a secure session recorder. Zoom offers the ability to communicate in real time with individuals via a computer, tablet, or mobile device (Inc, 2016). Zoom is now often used as online distance learning to make learning more effective. This is because Zoom provides a video conference that can be reached by all participants or students and teachers. In addition, Zoom has a chat feature so that if anyone gets a good listener at a video conference they can talk via chat.
CHAPTER V

CLOSURE

This chapter presents the conclusion and suggestion for completing this research based on the result of the study.

A. Conclusion

After conducting researcher and analyzing the research about a descriptive analysis of teachers’ difficulties in teaching English using Google Classroom at IAIN Salatiga, it could be concluded that:

The difficulties faced by English teachers when teaching using Google Classroom. Overall, the difficulties that teachers had when teaching English using Google Classroom are (a) getting students to stay active in their learning activities using Google Classroom, (b) controlling students to submit assignments before the deadline ends, (c) making students know how to do questions using Google Classroom.

The factors that caused difficulties for English teachers when teaching using Google Classroom. The difficulties faced by teachers when teaching English using Google Classroom as mentioned above were found to be caused by the following factors (a) technical problems such as poor signal and limited internet access, (b) lack of students’ knowledge in operating Google Classroom, (c) some troubled Google Classroom features, especially in student comments during discussions during learning, (d) the inexistence
of notification feature from Google Classroom that indicate students’ task submission records.

The English teachers’ strategies to overcome their teaching difficulties using Google Classroom. Strategies made by the teachers in order to counteract those difficulties were: (a) the teacher provided suggestions for students to find a better internet connection, (b) the teacher provided a deadline for collection and recheck the Google Classroom before the due date to find out who had not sent the assignment, (c) the teacher maximized the direct reply function in the highlighted discussion comments column, (d) when students took the test, clear, concise, and simple test instructions were provided so that the students can understand.

B. Suggestions

Based on the conclusion of the study, the researcher would like to give some suggestions as follows:

1. For the next researchers

Future researchers who wish to conduct similar research can use this research as a reference for their study so that a more in-depth study will be produced. Further researchers can also develop various topics related to teacher difficulties when teaching English by using other applications.
2. For the teachers

Teachers should encourage themselves to learn more about how to operate Google Classroom, make students more active when learning using Google Classroom, and provide clear and effective guidelines so that students better can master the operational uses of Google Classroom as it will also help them to focus more on the study contents rather than technical matters only.

3. For students

There are several suggestions for students related to the results of this study. First, students must learn to master how to operate Google Classroom in the early meetings so they will be able to focus on understanding the materials during class sessions. Second, students must participate more actively, such as, often giving comments or asking questions if they found some doubts or difficulties. Third, students must be more disciplined in following the English online learning process in their Google Classroom to improve their digital literacy skills.

4. For IAIN Salatiga

These findings also serve as a teaching reference for lecturers at IAIN Salatiga who want to practice effective online learning using Google Classroom as it has explained the most common difficulties and causing factors dealing with using the application, provided with some recommended problem-solving


Indra. 2017. *EXPLORING MOODLE FUNCTIONALITY FOR MANAGING OPEN DISTANCE LEARNING E-ASSESSMENTS*. India: Turkish Online Journal of Distance Education-TOJDE.


APPENDICES
THE ONLINE QUESTIONNAIRE TRANSCRIPTIONS

Name: Participant 1 (P1)

R: Course name(s) taught using Google Classroom:
P1: Sentence Based Writing.

R: Average number of students per class:
P1: 24-34 students.

R: Did you use Google Classroom for weekly meetings/discussions?
P1: No, I didn't.

R: Did you use Google Classroom for mid-term Exam?
P1: Yes, I did.

R: Did you use Google Classroom for final-term exam?
P1: Yes, I did.

R: If any, what other applications did you use for teaching in addition to Google Classroom?
P1: WhatsApp.

R: What were the difficulties you encountered when teaching English online using Google Classroom?
P1: To make students active in Google Classroom activities.

R: What were the difficulties you encountered when conducting student exams (mid-term/final-term exam) online using Google Classroom?
P1: To control students submitting the task before the due date ends.
R : What factors caused those difficulties you faced when teaching online using Google Classroom?

P1 : Actually I didn't conduct weekly class/meeting using google classroom. Probably some technical problem such as students' internet limited access and lack of knowledge operating the Google Classroom makes the class less active.

R : What factors caused those difficulties you faced when conducting mid-term/final-exam using Google Classroom?

P1 : There is no notification from Google Classroom to show that all students have submitted the task.

R : What were the strategies that you used for overcoming those difficulties you faced when teaching online using Google Classroom?

P1 : Suggest student to find better internet connection to do the task.

R : What were the strategies that you used for overcoming those difficulties you faced when conducting mid-term/final exam using Google Classroom?

P1 : I would check the Google Classroom before the due date to know who have not subbmitted the task then I will inform to the WA group to identify and confirm the problems they face when doing the task.

R : Please share some important or interesting experiences of using Google Classroom that you think should be known or noted by teachers who will teach using Google Classroom in the future:

P1 : Google Classroom helps teacher to conduct a test/exam efficiently. we can interact and give comment to the students' task beside the score. We can
attach some links from youtube, learning website, other application to share materials or task.

Name: Participant 2 (P2)

R: Course name(s) taught using Google Classroom:
P2: Bahasa Inggris 1 & 2.

R: Average number of students per class:
P2: 31-40 students.

R: Did you use Google Classroom for weekly meetings/discussions?
P2: Yes, I did.

R: Did you use Google Classroom for mid-term Exam?
P2: No, I didn't.

R: Did you Google Classroom for final-term exam?
P2: No, I didn't.

R: If any, what other applications did you use for teaching in addition to Google Classroom?
P2: Google Form.

R: What were the difficulties you encountered when teaching English online using Google Classroom?
P2: To make students active in Google Classroom activities.

R: What were the difficulties you encountered when conducting student exams (mid-term/final-term exam) online using Google Classroom?
P2: There is no difficulties because i use google form in conducting student exams.
R : What factors caused those difficulties you faced when teaching online using Google Classroom?
P2 : The signal and to make the students more active because we can't control the students' activeness.

R : What factors caused those difficulties you faced when conducting mid-term/final-exam using Google Classroom?
P2 : The signal.

R : What were the strategies that you used for overcoming those difficulties you faced when teaching online using Google Classroom?
P2 : I give the exercises of the material to the students by giving them due date.

R : What were the strategies that you used for overcoming those difficulties you faced when conducting mid-term/final exam using Google Classroom?
P2 : I give a time limit to the students.

R : Please share some important or interesting experiences of using Google Classroom that you think should be known or noted by teachers who will teach using Google Classroom in the future:
P2 : I think teaching online by google classroom can be access by the students because it isn't need too much money (kuota).

Name: Participant 3 (P3)

R : Course name (s) taught using Google Classroom:
P3 : Listening in Professional Contexts.

R : Average number of students per class:
P3: 21-30 students.

R: Did you use Google Classroom for weekly meetings/discussions?
P3: Yes, I did.

R: Did you use Google Classroom for mid-term Exam?
P3: Yes, I did.

R: Did you Google Classroom for final-term exam?
P3: Yes, I did.

R: If any, what other applications did you use for teaching in addition to Google Classroom?
P3: Zoom.

R: What were the difficulties you encountered when teaching English online using Google Classroom?
P3: To make students active in Google Classroom activities.

R: What were the difficulties you encountered when conducting student exams (mid-term/final-term exam) online using Google Classroom?
P3: To make the students understand how to do the exam.

R: What factors caused those difficulties you faced when teaching online using Google Classroom?
P3: The features of Google Classroom especially on commenting and highlighting students' comments throughout the discussion.

R: What factors caused those difficulties you faced when conducting mid-term/final-exam using Google Classroom?
P3: Student's misunderstanding of the test instruction.
R : What were the strategies that you used for overcoming those difficulties you faced when teaching online using Google Classroom?
P3 : Maximizing the direct reply on the comment section and repeating the highlighted comments of the discussion.
R : What were the strategies that you used for overcoming those difficulties you faced when conducting mid-term/final exam using Google Classroom?
P3 : Giving brief, clear, and simple instructions in an understandable order.
R : Please share some important or interesting experiences of using Google Classroom that you think should be known or noted by teachers who will teach using Google Classroom in the future:
P3 : They should use/maximize the marks features on the Google Classroom to give feedback and assessment to the students in a meaningful way.
### RENCANA PEMBELAJARAN SEMESTER (RPS)

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| 1         | Mampu memahami kontrak belajar dan silabus pembelajaran | - Perkenalan  
- Kontrak belajar | Ceramah | 100 menit | Mahasiswa memahami dan menyepakati kontrak belajar dan silabus pembelajaran yang sudah disampaikan oleh dosen | Keaktivan  
Kehadiran | 10 %  
10 % | Syllabus |
| 2         | Mampu memahami dan membuat kalimat perkenalan (introductio) dalam | - Macam-macam jenis perkenalan (greeting introduction) | Ceramah, reading guide, dan diskusi | 100 menit | Mahasiswa mampu memahami tata bahasa inggris tingkat dasar: *introduction and responses* dan mampu | Keaktivan  
Kehadiran  
Tugas | 10 %  
10 %  
10 % |

**Mata Kuliah**: Bahasa Inggris 1  
**Kode MK**: INS241203  
**SKS**: 2  
**Semester**: 1  
**Program Studi**: Tadris Bahasa Inggris  
**Dosen Pengampu**: Yuli Nur Ariyani, M.Pd  
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Buku English for Scholarship:
- [http://www.weblearn.in/degrees_of_comparison/](http://www.weblearn.in/degrees_of_comparison/)
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<td>Mampu memahami bacaan Dreaming of the Future</td>
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Salatiga, 28 Agustus 2019

Ketua Program Studi
Dosen Pengampu MK

(..........................)
( Yuli Nur Ariyani, M.Pd )
# RENCANA PEMBELAJARAN SEMESTER (RPS)

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<td>Tips for Winning Scholarships 2 (Conversational Practice: Asking and Offering Suggestions; Adding Things &amp; Grammar Focus: Imperative Sentence)</td>
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<td>Mampu memahami, melafalkan, dan menyusun kalimat/percakapan menggunkan Thinking about a Problem; Seeing a Good Side expressions dan Relative Clause.</td>
<td>Getting Back Home 2 (Conversational Practice: Thinking about a Problem; Seeing a Good Side &amp; Grammar Focus: Relative Clause)</td>
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<td>Berbicaradan menyusunkalimat/percakapan sesuaidengan materi-</td>
<td>- Keaktifan - TugasBerbicara</td>
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Salatiga, 16 Februari 2020

Ketua Program Studi

Dosen Pengampu MK

(Yuli Nur Ariyani, M.Pd.)
SILABI MATAKULIAH

Matakuliah : Listening in Professional Contexts

Kode Matakuliah : ........

Bobot : 2 sks

Fakultas : FTIK

Jurusan : TBI

Strata : S1

A. Kompetensi
Dengan mengikuti mata kuliah Listening for Professional Contexts mahasiswa diharapkan mampu mengolah/menggunakan/mengaplikasikan materi Listening in Professional Contexts secara kreatif

B. Pengalaman belajar
Mahasiswa menangkap makna dan menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat, menyatakan serta menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, ungkapan memberi instruksi, mengajak, melarang, minta ijin, teks undangan pribadi dan
ucapan selamat (greeting card), tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, hubungan sebab akibat dan hubungan kebalikan, tindakan/kejadian yang dilakukan/terjadi di waktu lampau, ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, mengucapkan dan merespon ungkapan persetujuan, keharusan dan himbauan melakukan suatu tindakan, menyuruh dan melarang melakukan suatu tindakan/kegiatan, menangkap makna label obat/makanan/minuman sangat pendek dan sederhana, menyusun teks prosedur, lisan dan tulis, pendek dan sederhana berbentuk resep dan manual beserta reponnya yang benar sesuai konteks

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<thead>
<tr>
<th>PERTEMUAN KE</th>
<th>POKOK BAHASAN</th>
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<tbody>
<tr>
<td>1</td>
<td>1.Kontrak Belajar</td>
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<td></td>
<td>2.Teori dan Praktik meminta perhatian dan mengecek pemahaman beserta responnya</td>
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<td>2</td>
<td>Teori dan Praktik menghargai kinerja, meminta dan mengungkapkan pendapat beserta responnya</td>
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<td>3</td>
<td>Teori dan Praktik menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan tindakan beserta responnya</td>
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<td>No</td>
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<td>4</td>
<td>Teori dan Praktik memberi instruksi, mengajak, dan melarang beserta responnya</td>
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<td>5</td>
<td>Teori dan Praktik ungkapan dalam teks undangan pribadi dan ucapan selamat (greeting card) beserta responnya</td>
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<td>6</td>
<td>Teori dan Praktik ungkapan tindakan/kejadian yang dilakukan secara rutin beserta responnya</td>
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<td>7</td>
<td>Teori dan Praktik ungkapan berupa kebenaran umum beserta responnya</td>
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<td>8</td>
<td>UTS</td>
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<td>9</td>
<td>Teori dan Praktik ungkapan tindakan yang sedang berlangsung, hubungan sebab akibat, hubungan kebalikan beserta responnya</td>
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<td>10</td>
<td>Teori dan Praktik ungkapan kejadian di waktu lampau beserta responnya</td>
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<td>11</td>
<td>Teori dan Praktik ungkapan harapan dan doa serta ucapan selamat atas kebahagiaan dan prestasi beserta responnya</td>
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<tr>
<td>12</td>
<td>Teori dan Praktik ungkapan persetujuan, keharusan, dan himbauan melakukan tindakan beserta responnya</td>
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<tr>
<td>13</td>
<td>Teori dan Praktik menyuruh dan melarang melakukan</td>
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</tbody>
</table>
suatu tindakan atau kegiatan beserta responnya

| 14 | Teori dan Praktik menangkap makna label obat/makanan/minuman sangat pendek dan sederhana beserta responnya |
| 15 | Teori dan Praktik menyusun teks prosedur lisan dan tulis pendek dan sederhana berbentuk resep dan manual beserta responnya |
| 16 | UAS |

**D. Evaluasi**

<table>
<thead>
<tr>
<th>JENIS</th>
<th>BOBOT</th>
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<tr>
<td>Keaktifan dalam kuliah</td>
<td>10 %</td>
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<tr>
<td>Performen dan kehadiran dalam kuliah</td>
<td>10 %</td>
</tr>
<tr>
<td>Praktik Penugasan (contoh: portofolio, quiz)</td>
<td>20 %</td>
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<tr>
<td>UTS</td>
<td>30 %</td>
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<tr>
<td>UAS</td>
<td>30 %</td>
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</tbody>
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**E. Referensi**


# Lesson Plan

**Lecturer:** Muhammad Arif Al Hakim, M.TESOL.  
**Date:** February, 3rd 2020

**Course:** English Education (TBI)  
**Duration:** 90 mins

**Subject/Unit:** Listening in Professional Contexts  
**Class:** TBI C

**Topic:** Understanding an Invitation

**Aims of Lesson:** Understanding and articulating the expression of private, public, formal, and informal invitation in text and greeting card along with its response

**Lesson Objectives:** Students will be able to understand private, public, formal, and informal invitation in text and greeting card along with its response

**Assumed Prior Knowledge:** Understanding the expressions of asking and giving opinion and attention.

**Resources:**

**Assessment:** Formative assessment with quiz and discussion on Google Classroom

**Media and Materials:** Google Classroom, Quizizz app, British council website and Youtube

**Skills for Life / Key Skills to be addressed:**
Communication and literacy about private, public, formal, and informal invitation

**Information Technology:** The use of Google Classroom, websites and some applications that used as learning resources

## Time  
**Content & Teacher Activity**  
**Student Activity**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content &amp; Teacher Activity</th>
<th>Student Activity</th>
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</thead>
<tbody>
<tr>
<td>5'</td>
<td>Presence on Google Classroom</td>
<td>Comment on the lecturer's post</td>
</tr>
<tr>
<td>5'</td>
<td>Recap of last session</td>
<td>Responding lecturer’s questions about last meeting lesson</td>
</tr>
<tr>
<td>10'</td>
<td>Tell students about the learning objectives</td>
<td>Asking about the learning objectives</td>
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<tr>
<td>15'</td>
<td>Introduce the activity:</td>
<td>Students share their experience of giving or getting invitation in comment sections by responding their classmates‘ comments.</td>
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<tr>
<td></td>
<td>• Ask their experience of writing or responding an invitation</td>
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<td></td>
<td>• Show the examples of private, public, formal, and informal invitation</td>
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<tr>
<td>40'</td>
<td>Main activity</td>
<td>Listening some expressions used in the invitation through YouTube videos and practicing the expressions on the British council websites. Then, they should do an exercise of the topic through Quizizz application.</td>
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<tr>
<td></td>
<td>• Share some expressions used in an invitation</td>
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<td></td>
<td>• Share the YouTube video link about writing and responding an invitation</td>
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<td></td>
<td>• Ask them to do some exercise of listening on British council website</td>
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<td></td>
<td>• Use Quizizz to check for their understanding of the materials</td>
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<tr>
<td>10'</td>
<td>Discussion of materials</td>
<td>Students ask some points that they want to clarify or reconfirm.</td>
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<td>5'</td>
<td>Reflection</td>
<td>Students read the lecturer’s summary and pay attention to the announced materials next meeting.</td>
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<td></td>
<td>• Recap of today’s session</td>
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<td></td>
<td>• Next session explanation</td>
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Homework/assignments set: Listen to the various types of invitation on YouTube videos and write it down on the Google Classroom thread.  
Hand in date: in three days
<table>
<thead>
<tr>
<th>No</th>
<th>Keterampilan Akrab yang Diharapkan</th>
<th>Bahasa Kajian</th>
<th>Metode Pembelajaran</th>
<th>Waktu</th>
<th>Pengajaran Belajar</th>
<th>Kriteria Penilaian dan Indikator</th>
<th>Bobot Nilai</th>
<th>Catatan/Referensi</th>
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<tbody>
<tr>
<td>2</td>
<td>Students ability to understand the meaning to apply the social function of appreciating the performance, asking and expressing opinions, asking for attention, and checking for understanding along with the response</td>
<td>Theory and practice of appreciating the performance, asking and expressing opinions, asking for attention, and checking for understanding along with the response</td>
<td>Practice and discussion - Questions &amp; answers</td>
<td>2 x 45 menit (90 menit)</td>
<td>Praktik dan diskusi untuk memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>Memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>20%</td>
<td>Formalisasi, jack C. (2003). Real-life for Listening. 2nd Ed. New York: Oxford University Press.</td>
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<th>Catatan/Referensi</th>
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<td>3</td>
<td>Students show their ability in giving instruction, inviting, and prohibiting along with the response</td>
<td>Theory and practice of giving instruction, inviting, and prohibiting along with the response</td>
<td>Practice and discussion - Questions &amp; answers</td>
<td>2 x 45 menit (90 menit)</td>
<td>Praktik dan diskusi untuk memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>Memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>20%</td>
<td>Formalisasi, jack C. (2003). Real-life for Listening. 2nd Ed. New York: Oxford University Press.</td>
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<tr>
<td>4</td>
<td>Students show the ability to express the experience of continuous action or phenomena along with the response</td>
<td>Theory and practice of expressing the experience of continuous action or phenomena along with the response</td>
<td>Practice and discussion - Questions &amp; answers</td>
<td>2 x 45 menit (90 menit)</td>
<td>Praktik dan diskusi untuk memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>Memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>20%</td>
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<th>Waktu</th>
<th>Pengajaran Belajar</th>
<th>Kriteria Penilaian dan Indikator</th>
<th>Bobot Nilai</th>
<th>Catatan/Referensi</th>
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<tr>
<td>5</td>
<td>Students show the ability to express private invitation to text and greeting card along with the response</td>
<td>Theory and practice of expressing private invitation to text and greeting card along with the response</td>
<td>Practice and discussion - Questions &amp; answers</td>
<td>2 x 45 menit (90 menit)</td>
<td>Praktik dan diskusi untuk memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>Memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>20%</td>
<td>Formalisasi, jack C. (2003). Real-life for Listening. 2nd Ed. New York: Oxford University Press.</td>
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<td>6</td>
<td>Students demonstrate the experience of continuous action or phenomena along with the response</td>
<td>Theory and practice of expressing the experience of continuous action or phenomena along with the response</td>
<td>Practice and discussion - Questions &amp; answers</td>
<td>2 x 45 menit (90 menit)</td>
<td>Praktik dan diskusi untuk memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>Memahami struktur dari kurikulum, apa yang diharapkan dan bahwa selama semester</td>
<td>20%</td>
<td>Formalisasi, jack C. (2003). Real-life for Listening. 2nd Ed. New York: Oxford University Press.</td>
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<td></td>
<td>Students demonstrate the expression of general truth or fact along with its response</td>
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<td>7</td>
<td>Several audio recordings about reporting, for example, English news program, weather forecast</td>
<td>Practice and discussion</td>
<td>Questions &amp; answers</td>
<td>Trained and discussing the expression of general truth or fact along with its response</td>
<td>Understanding and articulating general truth or fact along with its response</td>
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<td>8</td>
<td>Mid-Term Test (FTT)</td>
<td>Test</td>
<td>Taking a listening test</td>
<td>2.45 mins (90 mins)</td>
<td>Written test</td>
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<td>9</td>
<td>Students demonstrate the expressions of ongoing actions, causal relations, inverse relations along with its response</td>
<td>Practice and discussion</td>
<td>Questions &amp; answers</td>
<td>Trained and discussing the expressions of ongoing actions, causal relations, inverse relations along with its response</td>
<td>Understanding and articulating the expressions of ongoing actions, causal relations, inverse relations along with its response</td>
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<td>10</td>
<td>Students demonstrate the expressions of the past event along with its response</td>
<td>Practice and discussion</td>
<td>Questions &amp; answers</td>
<td>Trained and discussing the expressions of past event along with its response</td>
<td>Understanding and articulating the past event along with its response</td>
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<td>11</td>
<td>Students demonstrate the expressions of hope and wish and the utterance of congratulations for getting hits and achievement along with its response</td>
<td>Practice and discussion</td>
<td>Questions &amp; answers</td>
<td>Trained and discussing the expressions of hope and wish and the utterance of congratulations for getting hits and achievement along with its response</td>
<td>Understanding and articulating hope and wish and the utterance of congratulations for getting hits and achievement along with its response</td>
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<td>12</td>
<td>Students show the ability of expressing agreement, obligation, and suggestion in doing action along with its response</td>
<td>Practice and discussion</td>
<td>Questions &amp; answers</td>
<td>Trained and discussing the materials of agreement, obligation, and suggestion in doing action along with its response</td>
<td>Understanding and articulating agreement, obligation, and suggestion in doing action along with its response</td>
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<td>13</td>
<td>Students show the ability of asking and prohibiting of doing action or activity along with its response</td>
<td>Theory and practice of asking and prohibiting of doing action or activity along with its response</td>
<td>- Practice and discussion</td>
<td>Questions &amp; answers</td>
<td>Trained and discussing the materials of asking and prohibiting of doing action or activity along with its response</td>
<td>Understanding and articulating the ability of asking and prohibiting of doing action or activity along with its response</td>
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<td>14</td>
<td>Students show the ability of understanding the meaning of short and simple medicine, food, or drink label along with its response</td>
<td>Theory and practice of short and simple medicine, food, or drink label along with its response</td>
<td>- Practice and discussion</td>
<td>Questions &amp; answers</td>
<td>Trained and discussing the materials of short and simple medicine, food, or drink label along with its response</td>
<td>Understanding and articulating the meaning of short and simple medicine, food, or drink label along with its response</td>
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<tr>
<td>15</td>
<td>Students show the ability of making short oral and written procedure test of receipt along with its response</td>
<td>Theory and practice of making short oral and written procedure test of receipt along with its response</td>
<td>- Practice and discussion</td>
<td>Questions &amp; answers</td>
<td>Trained and discussing the materials of short oral and written procedure test of receipt along with its response</td>
<td>Understanding and articulating short oral and written procedure test of receipt along with its response</td>
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<td>16</td>
<td>Final Test (OAS)</td>
<td>Test</td>
<td>Taking a listening test</td>
<td>2.45 mins (90 mins)</td>
<td>Written test</td>
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</tbody>
</table>

**Sumber Pustaka**

**Tugas Mahasiswa dan Penilaian**
1. Tugas
   - **Tugas Individual**: Mengunjungi lahan manggung (e.g. listening to an interview, talk show, lecturing, and some other scenarios in various video/audio-sharing platforms)
2. Penilaian
a. Aspek penilaian:
   1) Aspek kognitif melalui tes tertulis.
   2) Aspek keterampilan dalam mengerjakan tugas
   3) Sikap dan perilaku selama mengikuti perkuliahan menjadi pertimbangan dalam penilaian.

b. Bobot penilaian:
   1) Bobot Partisipasi : 10%
   2) Bobot Nilai Kehadiran : 10%
   3) Bobot Nilai Tugas : 20%
   4) Bobot Nilai Ujian Tengah Semester (UTS) : 30%
   5) Bobot Nilai Ujian Akhir Semester (UAS) : 30%

Salatiga, _______________________

Ketua Program Studi

Dosen Pengampu MK

(__________________________)  (Muhammad Arif Aji Hakim, M.TESOL)
Screenshot of Online Questionnaire

QUESTIONNAIRE on Teacher’s Difficulties in Teaching English Using Google Classroom

As a part of data collection for my graduating paper, I would like to ask some questions to the English teachers of State College about the difficulties in teaching English using Google Classroom. The researcher would like to thank all your help. Thank you.

Best regards,
[Name]
[Email]
[Phone]

TEACHER’S PROFILE

1. Full name and title:

Teaches [Subject]

2. Course name(s) taught using Google Classroom:

Teaches [Subject]

3. Average number of students per class:

- 0-10 students
- 11-20 students
- 21-30 students
- 31-40 students
- 41 or more

4. Did you use Google Classroom for weekly meetings/discussions?

- Yes
- No
QUESTIONNAIRE on Teacher’s Difficulties in Teaching English

1. Did you use Google Classroom for weekly meetings/discussions?
   - Yes, I did
   - No, I didn’t

2. Did you use Google Classroom for mid-term exam?
   - Yes, I did
   - No, I didn’t

3. Did you use Google Classroom for final-term exam?
   - Yes, I did
   - No, I didn’t

4. If any, what other applications did you use for teaching in addition to Google Classroom?
   - WhatsApp
   - Zoom
   - Google Meet
   - Schoology
   - Loom

DIFFICULTIES

4. What were the difficulties you encountered when teaching English online using Google Classroom? (CHOOSE ALL OPTIONS THAT APPLY)
   - Slow internet connection
   - Technical issues with Google Classroom
   - Poor audio quality
   - Difficulty in managing multiple students simultaneously
   - Student disengagement
   - Lack of face-to-face interaction
   - Difficulty in monitoring student progress
   - Limited interaction with students

5. What strategies did you use to overcome these difficulties?

6. What changes would you recommend to improve the online teaching experience?

7. Any other comments or suggestions regarding the online teaching process?
1. What factors caused those difficulties you faced when teaching online using Google Classroom?

2. What factors caused those difficulties you faced when conducting mid-term/final-exam using Google Classroom?

CAUSING FACTORS

STRAATEGIES
Kepada
Yth. Muhammad Hasbi, S.Pd.I., M.A.
Di Tempat

Assalamualaikum Wr. Wb.
Dalam rangka penyusunan Skripsi Mahasiswa jurusan Strata Satu, Saudara
ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Putri Arum Sari
NIK : 2303016099
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : “A DESCRIPTIVE ANALYSIS OF TEACHERS’ DIFFICULTIES ON ONLINE ENGLISH LEARNING USING GOOGLE CLASSROOM”

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

[Signature]
A.n. Dekan,
Wakil Dekan Bidang Akademik
Suwardi, M.Pd
NIP : 19670121 199903 1 002

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
## SATUAN KREDIT KEGIATAN

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**JUMLAH**

100

Salatiga, 25 Juni 2020

Mengetahui,

Wakil Dekan

Bidang Kerahasiaan dan Kerjasama

[Signature]

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Dosen Pembimbing : Muhamad Hasbi, S. Pd. I., M.A.

Judul Skripsi pada surat penunjukan pembimbing skripsi:

“A DESCRIPTIVE ANALYSIS OF TEACHERS’ DIFFICULTIES ON ONLINE LEARNING USING GOOGLE CLASSROOM”

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Dosen Pembimbing,

Muhamad Hasbi, S.Pd.I., M.A.

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Kepada
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Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
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Fakultas: Tarbiyah dan Ilmu Keguruan
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Adapun judul skripsinya adalah:
A DESCRIPTIVE ANALYSIS OF TEACHERS DIFFICULTIES IN TEACHING
ENGLISH USING GOOGLE CLASSROOM AT IAIN SALATIGA

Dosen Pembimbing: Muhammad Hasbi, S.Pd.I., M.A.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk
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dengan selesai.
Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

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Wakil Dekan Bidang Akademik

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NIP: 196701121 199903 1 002

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Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Muhammad Arif AL Hakim, M. TESOL
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
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diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

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A DESCRIPTIVE ANALYSIS OF TEACHERS DIFFICULTIES IN TEACHING
ENGLISH USING GOOGLE CLASSROOM AT IAIN SALATIGA

Dosen Pembimbing : Muhammad Hasbi, S.Pd.I., M.A.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk
mengadakan penelitian di kampus IAIN Salatiga, mulai tanggal 23 Juli 2020 sampai
dengan selesai.
Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n, Dekan,
Wakil Dekan Bidang Akademik

Suwardi, M.Pd
NIP : 19670121 199903 1 002

Tembusan : 1. Mahasiswa yang bersangkutan
Kepada
Yth. Yuli Nur Ariyani, S.Pd.I., M.Pd.
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Putri Arum Sari
NIM : 23030160099
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:

A DESCRIPTIVE ANALYSIS OF TEACHERS DIFFICULTIES IN TEACHING ENGLISH USING GOOGLE CLASSROOM AT IAIN SALATIGA

Dosen Pembimbing : Muhammad Hasbi, S.Pd.I., M.A.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di kampus IAIN Salatiga, mulai tanggal 23 Juli 2020 sampai dengan selesai.

Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Suwardi, M.Pd
NIP : 19670121 199903 1 002

Tembusan : 1. Mahasiswa yang bersangkuta
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Gender : Female
Home Adress : Ds. Kauman Lor RT/RW 05/02 Kec. Pabelan Kab. Semarang Jawa Tengah
Place of Birth : Salatiga
Date of Birth : 21 September 1997
Religion : Islam
Phone/Mobile : +6289501099056
Email : putriarumsari445@gmail.com

Educational Background:

<table>
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