THE USE OF GOOGLE CLASSROOM IN TEACHING ENGLISH AT ISLAMIC BOARDING SCHOOL

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ABSTRACT

An overview of the problem of this study is to analyze the performance of students in learning english at islamic boarding school. The purpose of this study is: reveal how to use google classroom in learning english. This research is descriptive research that reveal recap of learning methods and student work in the Google Classroom application. And also Student answers in the response questionnaire to the use of the Google Classroom application in teaching learning proceess. The results obtained, namely: The use of Google Classroom in the teaching learning process follows the activities in the face to face teaching learning process. The teacher use opening, whilst, and closing activities.

Keywords: English, Google Classroom Teaching, Education, Islamic Boarding School

INTRODUCTION

The learning process using the online system (online) has been used since the industrial revolution 4.0, but not many Islamic school have fully used the online system in the learning process. The learning process is still carried out with a face-to-face system in class or combining a face-to-face learning system and an online system. However, the existence of regulations regarding physical restrictions during the Covid-19 pandemic has forced schools to change all online learning processes.

Google as one of the biggest companies in the world has provided an online learning platform called Google Classroom. Google Classroom is a learning platform that can be devoted to any scope of education which is intended to help find a way out of the difficulties experienced in making assignments without using paper (Gunawan, 2018). Using Google Classroom makes learning more fun. Research on the use of Google Classroom shows that 59.6% of respondents strongly agree with the statement that learning using Google Classroom is very fun (Pasundan, 2019).

This application is a multi-platform application that can be accessed via a laptop or smartphone to assist lecturers in implementing the learning process in accordance with the design of the learning method. Miarso in Sabran and Sabara (2019: 122) states that the learning method must contain the formulation of the preparation of learning materials, learning learning strategies,

and management of activities that are in accordance with learning objectives so that effective learning is achieved. The effectiveness of learning can be measured through the quality of learning, the suitability of the level of learning, incentives, and time (Slavin in Gunawan, 2018: 342).

The google classroom application has provided features that can be utilized to achieve learning objectives. The features provided by Google Classroom include assignments that are stored and assessed, lecturers can monitor student progress by commenting and editing assignments, communication built on the announcement feature, saving time, program archives, applications on mobile phones, and privacy (Wicaksono and Rachmadyanti, 2017).

On the other hand, the use of Google Classroom in learning can make students reduce their interpersonal skills in real situations. According to Prawiradilaga, et al. (2013: 6), the independent learning model with pseudo or virtual interactions makes students accustomed to communicating remotely with someone who is physically invisible so that a balance must be given, namely the learning process using team dynamics.

Based on the description above, this study described the use of google classroom in English subjects at Darudda'wah Islamic Boarding School. This study will describe the learning methods and classroom activities applied by teachers in the teaching learning process using Google Classroom. In addition, this study also describes student responses regarding the use of the google classroom application in the class.

METHODS

This study uses a descriptive research method that describes the actual situation of a situation. The subjects of this study were students of the Junior High School in Islamic Boarding school. The data in this study are divided into two, namely:

a) Recap of learning methods and student work in the Google Classroom application.

b) Student answers in the response questionnaire to the use of the Google Classroom application in teaching learning proceess.

Data collection techniques in this study are:

a) Questionnaire

The questionnaire used in this study was the student's response to learning by using the Google Classroom application. The questionnaire used is a closed and open questionnaire. The use of closed questionnaires aims to find out student responses more quickly and easily. Furthermore, the use of an open questionnaire to find out student opinions that cannot be mentioned in a closed questionnaire.

b) Documentation

Documentation is a record of events that have passed which can be in the form of writing, pictures, or someone's monumental works (Sugiyono, 2010). The documentation in this study aims to obtain data in the form of using the Google Classroom application

The research instrument is a tool used to measure the observed natural and social phenomena (Sugiyono, 2010). The research instruments used in this study were questionnaires and documentation.

1. Questionnaire

Questionnaires are used to determine student responses to learning by using the Google Classroom application. The questionnaire used in this study was a closed questionnaire using a Likert scale. According to Sugiyono (2014: 93), the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. The Likert scale used is in the form of multiple choice. The following are the answer choices and scores in the questionnaire used in this study.

Tabel 1

Students' Response Score

Pilihan Jawaban	Skor
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

2. Documentation

Documentation is used to obtain data about the learning methods used in the Google Classroom application. According to Ridwan (2014: 58) documents are shown to obtain data directly from the research site, including relevant books, regulations, activity reports, photographs, documentary films, and relevant research data.

RESULT AND DISCUSSION

Teaching using Google Classroom will be applied to English subject in class VIII. The total number of meetings is 4 times with details of 1 initial meeting discussing the contracts and materials to be studied in the course. The initial meeting also discussed the design of using the google classroom method in lectures. Students are required to create an account on google and install the application on a cellphone if the student uses a cellphone. However, if students use laptops or computers, the Google Classroom application does not need to be installed. Students simply open the https://classroom.google.com page.

The teaching learning process is divided into three main parts, namely opening, core, and closing activities. In addition, in lectures, students will be evaluated based on attendance, activity, and assignments. By using google classroom, the learning and evaluation process is carried out with the features available in the application which will be described as follows.

1. Opening activities

At the opening, the lecturer gave greetings and made questions according to the material discussed on that day. Students are required to respond to questions given so that the lecturer knows the students who are present in class. In addition to responding to the first question given by the teacher, student attendance was also seen from the responses to other questions, created discussion forums, and asked questions. With student involvement through responses to questions, discussion forums, and asking questions, it shows the face-to-face learning process in class is the same as that done using google classroom. Student involvement in discussion forums by answering and asking questions is also considered a form of student activity in class.
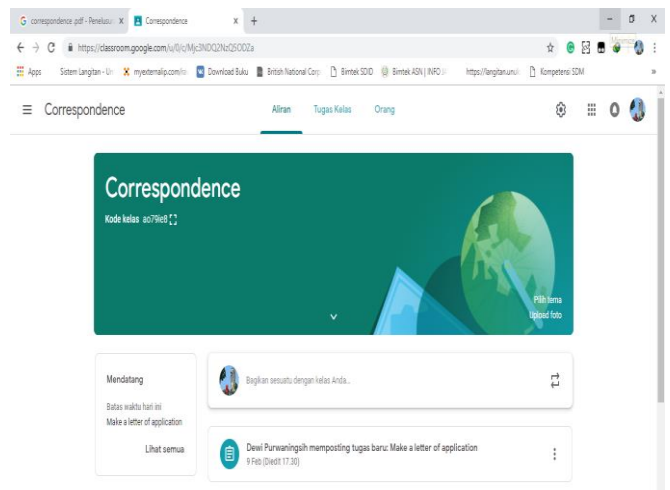
2. Whilst activities

In the core activity, the lecturer explains the teacher's material by uploading the teacher material. teacher can upload teaching materials on the class assignment menu then click the create menu. Next, click teaching materials. Teaching materials can be uploaded as attachments, from google drive, you tube, or hyperlinks. With the ease of uploading teaching materials, the teaching materials given to students become richer and varied. Teacher not only provide teaching materials in accordance with the lecture materials discussed on that day, but also provide teaching materials related to lecture

materials, such as grammar (grammatical), vocabulary, punctuation marks, and writing rules. Teaching materials that have been uploaded can be viewed again by students at the next meeting.
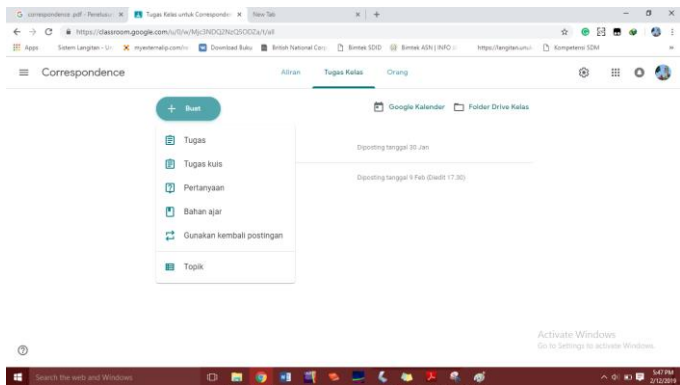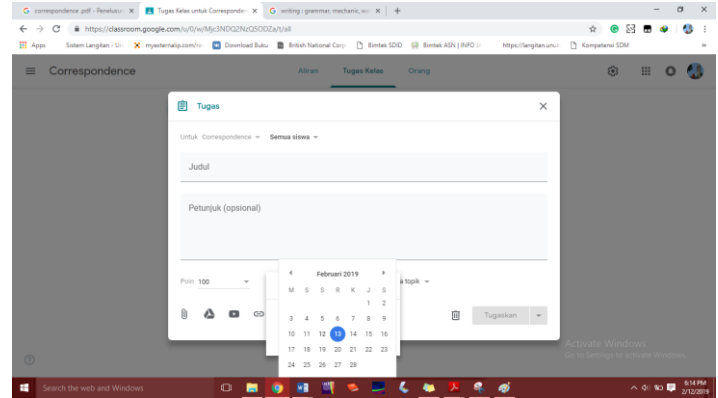
To provide an evaluation and measure the level of student understanding of the material, the teacher can give questions or quiz assignments to students. The task menu is located in the same section as the teaching material upload menu.

3. Closing

In the closing section, the lecturer can ask students to provide a brief review of the lecture material. For this reason, teacher can make questions through the menu as shown in Figure 4. In addition to providing reviews, students are also given individual assignments. On the individual task menu, the lecturer can set the final time for collecting assignments and the grades that students achieved.

CONCLUSION

The use of Google Classroom in the teaching learning process follows the activities in the face to face teaching learning process. The teacher use opening, whilst, and closing activities. Students are able to understand the material well by using this new method.

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