

**TEACHER'S PERCEPTIONS ON THE USE OF GOOGLE CLASSROOM
APPLICATION IN TEACHING SPEAKING: A CASE STUDY AT MTS N 1
JAKABARING**



UNDERGRADUATE THESIS

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DEDICATION AND MOTTO

This thesis was dedicated to:

1. **My wonderful God (Allah SWT)**, thank you for all the blessing that has been given so I can accomplish this thesis.
2. Prophet **Muhammad SAW** as my greatest role model.
3. My beloved parents, **Mr. Heri Wandu and Mrs. Irawati**, Who give me love, pray and guidance. Thank you for supporting me in every condition. I love you so much more than anything.
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MOTTO

“Grateful, is a word that makes us feel enough. Patience, is a word that symbolizes us being strong. In life two of those words means a lot, if you have both then Peace will always be on the side of those who feel it”

-FULL OF SMILES-

STATEMENT PAGE

I hereby,

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State that,

1. All the data, information and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observations, process, and thought with guidance of my advisors.
2. This thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the statement above, I am willing to accept the academic sanction of the cancelation my magister degree that I have received though this thesis.

Palembang, 2022

The Writer

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Teacher's Perceptions on the Use of Google Classroom Application in Teaching Speaking: A Case Study at MTs N 1 Jakabaring

ABSTRACT

The objective of this study was to find out the teachers' perceptions on the use of Google classroom application in teaching speaking. The qualitative research method with a case study research design was employed in this study. The participants of this study were two teachers obtained by employing purposive sampling technique. The data were collected by using an interview with the participant to extend their opinion on the use of Google classroom in teaching speaking. The results showed that the teachers saw Google classroom in terms of the benefits and limitations. The benefits are improvement component of speaking such as grammar, vocabulary, pronunciation, fluency and comprehension and perceiving classroom management, good features in teaching speaking by Google classroom. Meanwhile, the limitations are bad in internet connection.

Keywords: *Google classroom, teachers' perceptions, speaking*

CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significant of the study.

1.1 Background of the study

In today era, education around the world faces obstacles in the teaching and learning process because of new normal period of Covid-19. Indonesia is one of the countries affected by the Covid-19 virus pandemic, therefore it has a significant impact on schools in Indonesia. Rajab (2020) argues that the presence of the corona virus has an effect on the education sector. As a result, education in the world, especially in Indonesia, has shifted to an online learning or learning from home. Anna (2020) stated that online learning is a great alternative. Online learning is a part of distance education that specifically combines electronic technology and internet-based technology or ICT in learning. Online learning is a method of instruction that does not require direct contact between teachers and students. Allen and Seaman (2007) suggested that online learning requires an internet network. In conclusion, the teachers and students work together to study at the same time but in different locations.

Before the Covid-19 virus attacked education in Indonesia, schools is as a whole functioned as a medium for students and teachers to be involved in improving their ability to maintain integrity for each other. But now, the activity in schools must be stopped and closed suddenly because Covid-19 disruption. In online learning, schools implement an online learning method including Indonesia. Learning activities in synchronous or asynchronous contexts using various devices are referred to as online learning for example mobile phones,

laptops, and other electronic devices. Singh and Thurman (2019) stated that with this internet access in environments, students can learn and interact independently with instructors and other students. We can deduce from this that mobile assisted learning allows teachers and students to explore new knowledge, communicate information, think critically, enhance abilities, and shift perspectives on teaching and learning concepts. Mobile assisted learning also influences learning environment among teachers and the students. Richards (2014) says that the implications go to pedagogical effect, teaching and learning design, and technology mastery. This may have an impact on teachers' ability to create a more creative learning style.

Furthermore, there are several applications that are utilized to mediate the online learning process, one of them is Google Classroom. Iftakhar (2016) said that Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. This application provides a set of powerful features that make it an ideal tool to use with students. Google Classroom is the application which assumed to answer the problems and challenges in classroom. As stated by Syakur, et. al. (2020), this program is considered to be one of the program in the classroom to solve problems and challenges.

In Google Classroom, of course have the advantages and disadvantages in a teaching and learning process on online learning. According to Pappas (2015), there are two advantages of Google Classroom. First is easy to use. It means that both teachers and students requirement Google Classroom accessible from all computers, mobile phones and tablets. Teachers also can add course material, create assignments and announcements, send link from YouTube to Google Classroom, and attach files from Google Drive. The second one of the advantages of Google Classroom is paperless. It means that students do not need to submit

paperwork, just send the files to Google Classroom. While, disadvantages in Google Classroom, According to Ahmad et al (2020), they stated that disadvantages of Google Classroom consist of two aspects. The First, Internet Network Aspect. If the students' internet networks are not good, the students will miss the explanation or discussion of the lessons presented by their teacher. It takes more time to make their internet network stable. The second is lack of motivation, the students lack of motivation to join the class and share their assignment or task in Google Classroom.

As we know, more people are learning English as a second or foreign language in the world. Learning English is very important because it makes us easier to communicate with other people around the world. In English, it requires mastery of skills, namely listening, speaking, reading, and writing. Speaking is one of the skills that is important to be learned. Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are called speakers of that language. Someone skilled in speaking will easily communicate with others. A person can provide various kinds of stories express various feelings by what is experienced, felt, seen, read, and expressed willingness and desire to share the experiences he has gained through communication. Mokhtar, Halim & Kamarulzaman (2011) stated that speaking can be interesting and motivating, thus attracting listeners to be interested in communication. While, Richards (2008) states that in speaking, people tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. As a result, speaking is a vital skill in English learning since it may help students communicate with one another in different ways.

Furthermore, we absolutely need the perceptions of teachers and students in today's world of education to find out information about the experience of an event that is witnessed. According to Kotler (2000), perception describes the process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. Meanwhile, according to Gibson et al. (1996), perception is a cognitive process that is used by individuals to interpret and understand the world around it (the object). So, in this context, perception refers to an image or someone's perspective of something that is occurring, such as a teacher's perception of the current online learning system.

In MTs N 1 Jakabaring it was discovered that online lessons were held during the Covid-19 pandemic, and that they used the Google Classroom program as a teaching media, particularly in the English subject. This claim was backed up by a teacher who indicated that he taught English using Google Classroom. Because he was unable to meet with the students due to the Covid-19 pandemic, he used the Google Classroom application to explain the learning material and the homework. He thought Google Classroom was more useful and efficient than other apps for learning to speak. He could then organize study timetables using Google Classroom, and students who missed the study could still access it (ID, personal communication, September 30th, 2021). When it comes to teaching activities, it's critical to understand the teacher's perspective. It's significant because students learn how to speak using Google Classroom, whereas teachers simply teach how to speak. Its goal is to determine whether or not these activities aid in the development of their talents. Otherwise, MTs N 1 Jakabaring has demonstrated that Google Classroom may be used to teach and study English subjects, particularly speaking. The main focus of this study is on teachers perceptions of using Google Classroom to teach speaking.

The researcher found that studies already discussed about the usage of Google Classroom in teaching speaking. The first, it shows that Google Classroom is potential to be developed as a media for teaching and learning English especially speaking skill. It is in line with what was found by Iftakhar (2016) Google Classroom has a lot of space for improvement as an English learning application that can be used in a virtual classroom. Ridho et al. (2019) conducted the second study. The findings revealed that Google Classroom has both advantages and disadvantages when it comes to teaching English. Because of its features and benefits, which are very easy to use, Google Classroom is compared to a place that has been supplied as an effective instrument for learning. Furthermore, there are certain drawbacks to using Google Classroom, such as plagiarism and internet access, because not all students have good internet access. The most common issue that most participants had was an internet connection.

Overall, according to the above description, teachers' perceptions of Google Classroom is very important for improving students' speaking ability, yet there are still issues with Google Classroom utilization. Therefore, the researcher wants to conduct this research in title **“Teacher’s Perceptions on the use of Google Classroom Application in Teaching Speaking: A Case Study at MTs N 1 Jakabaring”** in order to find out the teachers’ perceptions on the usage of Google Classroom in learning speaking.

1.2 Research problem of the study

Based on the background, the problem of the study is formulated in the following question: How are teacher’s perceptions toward the use of Google Classroom Application in teaching speaking at MTs N 1 Jakabaring?

1.3 Research objective of the study

In accordance with the problem above, the objective of this study is: to find out the teachers' perceptions toward the use of Google Classroom Application in teaching speaking at MTs N 1 Jakabaring

1.4 Significance of the study

The results of this research are hope to give more advantages information to the development of language teaching and learning process to some parties, such as English students, teachers, researcher, and further researchers.

1. For students

This study is expected to provide students with information on their English-speaking difficulties so that they can be addressed in the future.

2. For English teachers

This study through the Google Classroom program, the teachers will also have ideas for assisting students with their problem in developing English speaking skills. The findings of this study are expected to be used in the teaching and learning process.

3. For the researcher

This research is designed to provide experience in educational research to the researchers. The researchers will discuss the many advantages and details of Google Classroom as a media for improving English speaking skills. This study will introduce a fresh approach to teaching English. Additionally, knowing what teachers think about an academic media to use in a teaching technique using

Google Classroom will be beneficial. As a result, as a teacher, I will be able to use the Google Classroom program to teach Speaking skills in the future.

4. For future researchers

This study is likely to benefit other researchers by providing information on how to use Google Classroom to learn English, particularly in terms of speaking skills, as well as expanding general knowledge to assist other researchers in developing their research in the same field.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) speaking, (2) definition of online learning, (3) learning speaking by using Google classroom, (4) previous related studies.

2.1 Speaking

One of the four key abilities that students must develop is speaking. Experts have provided some definitions of speaking. Leong, et.al (2017) explained that speaking is the most important skill because it is one of the abilities that are needed to perform a conversation. According to Bahadorfar, et.al (2014), speaking is a crucial part of second language learning and teaching, it is an art of communications and one of four productive skills that must be mastered in learning foreign language. According to Cameron (2001), speaking is the active use of language to express meanings so that other people can make sense of them. Pointedly, speaking abilities, in particular, must be a highly important talent for pupils to master because they serve as a means of communication.

Speaking has been always the most challenging part of learning English. Speaking is a characteristic of interaction that produces action and reaction. According to Brown (2001), speaking is an interactive process constructing meaning that involves producing, receiving, and processing information. Additionally, Wahyuniati at.al (2019) argues that speaking is a complex skill which involves an interaction between the speaker and the listener in an active process. In other words, speaking can produce reciprocity such as taking action and reaction.

2.1.1 The Objectives of Speaking

In conversation of speaking not only speak but there was reasons and purposed. According to Apriyanti and Apud (2016), in speaking, a speaker have reasons and purposes, as follows:

- a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.
- b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.
- c. In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request. Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.

Based on explanation above, speaking has many functions formal or non formal in every situation and in all aspects of human life, so it is very useful for people especially for students as second language learner or foreign language learner.

2.1.2 Components of Speaking

In speaking, the component is one of the important parts. According to Harmer (2007), speaking is a complex skill because it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, they are: (1) Grammar, grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written forms. Therefore, grammar is needed for students to

arrange a correct sentence in conversation. (2) Vocabulary, the other component which is important is vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express his/her ideas in both oral and written forms. (3) Pronunciation, pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. (4) Fluency, fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. (5) Comprehension, comprehension also is the one components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones.

There are five components of speaking that must be paid attention by the students if they want to speak well. They are grammar, vocabulary, pronunciation, fluency and comprehension.

2.1.3 Types of Speaking

Speaking also has basic type in conversation. According to Brown (2004), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive. (1) Imitative, speaking is the ability to imitate a word or a phrase or

possibly a sentence. (2) Intensive, speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. (3) Responsive, speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like. (4) Interactive, speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant. (5) Extensive, speaking is oral production, include speeches, oral presentation, and storytelling.

2.1.4 Teaching Speaking

1. Principle of Teaching Speaking

We know that English is a foreign language in Indonesia. Therefore, there are some principles that teacher should comprehend to make students easier to learn English. According to Anuradha (2014), there are the principles of teaching speaking skills: (a) Encourage students. In encourage students, to speak right from the first day. If not, as early as possible and not to wait till he teaches them a stock of words, phrases or sentences. (b) Tolerate the students. In teaching and learning process if some of them simply repeat what they say. If a student gives one word answer to any question, bear it for the time being. (c) Let the learners speak actively. To improve vocabulary and word order in speaking, let learners speak actively with whatever knowledge of English they have. (d) Propose structures/phrases/words. As a teacher it is good to provide learning encouragement like Propose structures/phrases/words and let the learner use them in different situations and drill as much as possible. (e) Encourage back-chaining or tail-forwarding technique. After being given a suggestion, continue with the encouragement

of back-chaining or tail-forwarding techniques to make long sentences by combining more than ten sentences. (f) Organize role play and pair-work as much as possible. After all the directions and learning are smooth, the teacher can continue learning such as arranging role-plays and partner cooperation as much as possible and supervising students to correct the active and activate the passive. (g) Be well prepared in advance. In any case of course we have a plan and must prepare things related to what has been planned, as well as in terms of learning Prepare well in advance in terms of lesson planning, activities and assignments. (h) Let the learners commit errors and mistakes at the primary stage. In learning, mistakes are a process for us to become better. therefore, let students make mistakes and mistakes at an early stage. Interruptions and corrections hinder fluency and discourage students.

2.2 Definition of Online Learning

Online learning is a web-based learning activity that can be accessed via the internet. This term, specifically appears to indicate teaching and learning methods that utilize internet technology. Online learning is a teaching and learning process that utilizes an internet connection and learning platforms. Kusuma as cited in Anhusadar (2020) described that online learning is a learning process that utilizes an information technology, in this case utilizing the internet as a method of information delivery, interaction, and facilitation. On the other hand, Adijaya and Lestanto (2018) also explained that online learning can be done in an easy way because it only relies on applications that are connected to the internet.

Online learning is a learning system without directly face to face between teachers and students. Allen and Seaman (2007) suggested that the online learning requires an internet network. The teacher and students carry out learning together, at the same time, but in different places. Various applications and platforms can be used, such as Whatsapp, telegram, zoom meeting, Google meet, Google classroom, Edmodo, and others. To support this online learning, the main device needed is a computer or android connected to the internet network.

The learning material for online learning must be well-designed in order to engage students and facilitate learning. E-learning refers to the process of learning through the use of an online system or a network that utilizes electronic media. Walabe and Luppicini (2020) stated that, e-learning refers to courses that use technology and the internet to provide constructive learning opportunities for students. However, incorporating technology into education is not as simple as it may appear, given the numerous factors that play a role in it and how they are interconnected. This is in line with Ali (2020), stating that technology is the means for delivery and requires a close cross-collaboration between instructional, content, and technology teams. Murgatrottd (2020) also added certain deficiencies such as the weakness of online teaching infrastructure, the inexperience of teachers, the information gap, the complex environment at home, and so forth.

2.2.1 Advantages and Disadvantages of online learning

a. Advantages of online learning

Online learning is advantageous for students in the sense that it is cost effective compared to conventional learning as it saves time, money and reduces expenses of transportations and books. There are countless benefits of online learning but the most important is that learners can educate themselves comfortably from their own homes and get a degree. In this case, learners can develop feelings of self-responsibility, and they grow more responsible. They choose when they want to study on their own. They do not rely on textbooks or learning materials offered by teachers or institutes. Instead, they use the internet to find authentic learning materials and information. They can broaden their knowledge by conducting study and using the Internet. At any time, students can communicate with other students and teachers. Their communication skills are enhanced, it in prove helpful in establishing the critical thinking ability of the learners (Chitra & Raj, 2018). It is helpful in making students thinkers, and active learners.

b. Disadvantages of online learning

Apart of advantages, in online learning has some disadvantages. According to Hameed, Badii, & Cullen (2008) says that, online learning has some disadvantages, as follows:

a. Tendency to be less disciplined among students and even among teachers.

If individuals do not have discipline, they will not be motivated to learn, causing laziness and delays in learning.

b. Health problems

This also observed among most of the students due to e-learning. Students suffer from poor vision problems. It is usually noticed when a person spends more time on the computer or tablet, he faces such a problem. However, it is recommended to relax for at least 10 minutes per hour, go for a walk and even do some wrist exercises to prevent pain.

c. The tendency of isolation.

People who usually spend the most of their time for online learning and teaching, they do not like the company of people. They do not give importance to social interaction physically. They become shy and avoid the company of people.

d. The habit of wasting time in useless activities.

Many students use these devices without any check and balance. Due to their immaturity, they use vulgar sites. Some students are fond of playing games. Instead of learning, they waste their time and health.

e. The interest of students for reading textbooks thoroughly.

Textbooks are rich source of authentic information and knowledge. Many students just grasp the information from internet without knowing its authenticity because all pieces of information available online are not reliable.

f. The confident level of students.

During face-to-face classes, students have opportunity to interact with other students and teachers physically. They become bold and confidently, they deliver their point of view. Face to face classrooms develop the confidence among students. In presence of the whole class, they have to answer the questions asked by the teachers. They know how to sit in the class and how to interact with others.

2.3 Learning Speaking by Using Google Classroom

2.3.1 Google Classroom

Google classroom is an online application that is used as a virtual class in which students can learn anytime anywhere by using material that is presented by teachers as the designer of the class. Additional, Enock, et al. (2017) Google Classroom is the virtual class that is developed to allow learning out of the classroom as well as in the classroom. Asnawi (2018) calls the Google classroom application a mixed learning platform intended for every scope of education as a way out of difficulties in creating, sharing and grouping each paperless assignment. According to (Nicholton, 2020) Google Classroom help teacher and students to communicate and can be used to organize and manage assignments to go paperless for collaboration between students and between teacher.

Hammi (2017) said that Google Classroom is an application that allows the creation of online classrooms with the features provided by Google Classroom with facilitated teachers and students in carrying out learning activities. Sewang (2017) explained that Google Classroom was designed to assist teachers in creating and submitting paperless assignments, include time-saving features such as the ability to automatically make copies of Google Docs. In brief, Google Classroom is a learning platform that can be devoted to the field of education with the aim of finding ways to learn a paperless environment.

2.3.2 Advantages of Google Classroom

Google Classroom has several beneficial in learning process. According Mafa (2018) states the benefits of using Google Classroom to support the learning process:

1. Classroom management

Google Classroom empowers teachers' authority to simply create and post content materials for students. The material itself can be in a form of documents, pictures, audios, file attachments and even videos. It also provides discussion board where students may discuss or interact with each other easily. It also empowers other features such as announcements, upcoming task, datelines, and feedback, so students are able to manage their own independent learning.

2. Flexibility

Students and teachers may access all the features of Google Classroom in any forms of gadgets, such as personal computer or Smartphone. Accessing Google

Classroom is very simple. It is integrated with Gmail account which connects everything to it.

3. Safety and security

Students can enroll the class by entering the class code or based on teacher's invitation through e-mail. It means, it is restricted to certain people only and that no interlopers or unapproved groups or classes may have the access.

4. Promote collaboration

Students can interact with others on the discussion board which encourages them to have better collaboration. They can discuss the task or project through online. Besides, teacher may invite students parents or guardian to get involved in the class. It means, they can track the progress of their children at anytime. They can easily get informed of any announcements and/or other questions in the class stream.

2.3.3 Disadvantages of Google Classroom

While advantages, Google classroom have to Disadvantages in learning process. According to Ahmad et al (2020), they stated that disadvantages of Google Classroom consist of two aspects:

1. Internet Network Aspect.

If the students' internet networks are not good, the students will miss the explanation or discussion of the lessons presented by their teacher. It takes more time to make their internet network stable.

2. Lack of motivation.

The students lack of motivation to join the class and share their assignment or task in Google Classroom.

2.3.4 The Use of Google Classroom in Learning Speaking

Google Classroom was used to teach speaking to determine if it could assist students in speaking fluently and comprehensibly. The classroom provides secure facilities for learners and instructors to connect wherever and whenever they make. This free platform lets the students store the files, go paperless, and work with students throughout the learning process. There are some steps to use Google Classroom application in teaching speaking. Lynch (2018) states that, the steps are set up Google classroom, store class material, make an announcement, create an assignment, use question feature, grading homework, and integrate the other apps.

From Google Classroom, the teacher can send the assignment to all learners' at the same time and more focused on explaining the material during the class (Iftakhar, 2016). It means that Google Classroom is an effective platform for teaching speaking because we can share materials such as files, videos that are connected to YouTube, ppts, and pdfs, as well as complete assignments and quizzes on that platform. However, there is one drawback we cannot have direct face-to-face interaction with our students as we can by using Zoom. In conclusion, Google Classroom will be beneficial in the learning of speaking skills.

2.4 Previous Related Studies

In this part, the previous related studies are also described. The first previous research was written by Khudriyah (2021) which entitled “Teaching English Using Google Classroom as Media at MTs Arrohman Jombang. This research aimed to describe how teaching English using Google classroom at MTs arrohman Jombang. The result of this research showed that the process of teaching and learning English deciding learning objectives, materials, media, and evaluation of all components. The similarity of this previous research and present research were the use of method is qualitative descriptive. Meanwhile the difference is the present research the use of Google Classroom in teaching speaking but Khudriyah (2021) is the present research the use of Google Classroom in teaching communicating orally and in writing to solve daily problems.

Secondly, a research conducted by Pirani (2021) which entitled “Teachers’ perception on the use of Google classroom and video learning material in supporting students’ grammar understanding” which study aims to investigate teachers' perceptions toward the use of Google classroom and video learning materials in supporting students to understand grammar and discover the problems that arise during the learning process, as well as the strategies, encounter to address these problems. The subjects of this study were two English teachers at SMPN 28 Semarang. The data was collected through interviews, observation, and documentation. The finding demonstrates that teachers considered Google Classroom and video learning materials could help students understand grammar since they are easy to access. The difference is Pirani (2021)

conducted the skills Grammar Understanding while this research was conducted Speaking skills. The similarity of this research is the same method Qualitative.

The last, a research study was conducted by Putri (2021) which entitled “Teachers’ perceptions using Google classroom in teaching English at SMK N 1 Padangsidimpuan” this research aims to tried to get the data about the reasons why teachers use Google Classroom in teaching English and teachers’ perceptions in detail about learning using Google classroom in teaching English. The similarity of this research is the same method used in this research was descriptive qualitative approach. The data were collected by using interview and questionnaire. The participants were 6 English teachers in SMKN 1 Padangsidimpuan who have been using Google Classroom more than 4 semesters. The findings revealed that participants responded positively in the usefulness, ease of use, ease of learning, and satisfaction of Google Classroom. The result of the research showed that participants chose Google Classroom in teaching English lately because it easy to use, students could repeatedly the material, students were easier to understand the material, and the Government recommended it. The differences of this research is Putri (2021) conducted teaching English and research in SMK level, while this research conducted teaching English speaking skills and research in MTs N.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) operational definitions, (3) participant of the study, (4) data collection, (5) data analysis, (6) trustworthiness.

3.1 Research Design

This research used a qualitative research with a case study design. According to Creswell (2012), qualitative research is an approach to explore a problem and develop a detail understanding of central phenomenon. A central phenomenon is a key concept, idea, or process studied in qualitative research. Furthermore, a case study is a problematic study which focuses on an exploration of the deep understanding about a case or a restricted system, which involves understanding a phenomenon, activity, process, or one or more individuals (Creswell, 2012). It used to comprehend the phenomena of the participants openly. Therefore, a qualitative research in form of case study used in this research to find out the teachers' perception on the use of Google Classroom Application in teaching speaking English A Case Study at MTs N 1 Jakabaring.

3.2 Operational Definitions

The title of this study is Teachers Perception on the Use of Google Classroom Application in Teaching Speaking English A Case Study at MTsN 1 Jakabaring. There are several keywords that must be explained in order to avoid misunderstandings.

Teacher's perceptions This research focuses on the teachers perspectives on how they feel and think. As a result, they can respond to whether the information is beneficial or bad. In this case, the teachers perceptions refer to Teachers of MTs N 1 Jakabaring.

Google Classroom Refers to a learning platform that may be utilized in any educational context to assist teachers in overcoming the challenges of making paperless assignments.s

While, **Speaking** in this study refers to a process or activity to delivery of English language with speak fluently to communicate effectively with others.

3.3 Participants of the Study

The participants of this research used the teachers at MTs N 1 Jakabaring. In this school there are three English teachers. They teach at every grade level where grades VII, VIII, and IX. Of the three English teachers at the high school, the researcher recruited two teachers as participants. The selection of participants used purposive sampling technique. Cresswell (2012) described purposive sampling as one of the most common sampling strategies, as a technique for group participants according to pre-selected criteria that are relevant to specific research questions. Simply put, according to Bernard (2002), researchers decide what needs to be known and determine to find people who can and are willing to provide information based on knowledge or experience.

The selection of participants in this study was based on used the applications when teaching speaking on online learning. Of the three English teachers at MTs N 1 Jakabaring, only two teachers used the Google Classroom as the tool for teaching speaking skill. While, the other teacher used WhatsApp apps as a tool teaching English.

3.4 Data Collection

In data collection, one instrument which used to collect in this research namely teachers interview.

3.4.1. Interview

In order to collect data and obtain in-depth information to answer research questions, the depth-interview is the most necessary method. According to Creswell (2012), a qualitative interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers. In this study, the interview was conducted one-on-one, and used a semi-structured interview.

In this study, the interview segment are recorded and wrote in a book note as data, there were eight questions, and the interview ended when the interviewer finished answering the question. The purpose of the interview is to get to know the teachers' perceptions on using Google Classroom in teaching speaking skills in MTs N 1 Jakabaring.

3.5. Data Analysis

In analyzing the teachers perceptions, thematic analysis used in this research. According to Braun and Clarkle (2006), thematic analysis is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set. Thus, the goal of thematic analysis is to interpret the themes. While, according to Creswell (2014), thematic analysis implemented it was done with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and writing-up. Moreover, in analyzing the teacher's perception on the use of Google Classroom in speaking activities which obtain from interview. The researcher used thematic analysis through some steps purposes by Creswell (2012). First, the researcher collected detail of the data from interview (e.g., transcriptions or types notes). The researcher put the data into computer files and filed folder after transcribing the raw data into text. Second, the researcher

began to code all of the data. In this process, the researcher read all transcriptions and start to code the data that relate to the research question of this study. Last, the researcher made a personal interpretation as the final summary of the research.

3.6 Establishment of Trustworthiness

Trustworthiness used to ensure the findings are accurate and credible. According to Creswell (2012), trustworthiness was related to how the researcher decides on accurate findings through strategies, such as member checking and triangulation. Furthermore, trustworthiness is one way re/searchers can convince themselves and their readers that their research findings deserve attention (Lincoln & Guba, 1985). In this study, researchers used member checking to check whether the data finding is accurate.

Member checking was process researcher asked some questions to one or more for participant for the purpose of data. According to Creswell (2012), member checking was a process in which the researcher asked one or more participants in the study to check the accuracy of the account. The purpose of member checking was to find out how far the data obtained in accordance with what is provided by the data provider. If the data provider agrees with the data found by the researcher, the data was valid and credible and can be trusted. However, if the opposite was true, the researcher needs to discuss it with the data provider (Sugiyono, 2010). In checking the accuracy of the interview results, the researcher showed the interview transcript to the participants (the interviewees) to read again whether the results of the interview are correct as intended by the participants. If according to the participants there are still parts that are not correct, the researcher asked that part until the participants get the correct results. In short, member checking was carried out to double-check the credibility of the data so that it gets accurate data.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter presents: (1) research findings and (2) discussion.

4.1 Findings

There were findings presented in this chapter. The research findings was related to teachers' perceptions on the use of Google Classroom Application in teaching speaking. The data gained from interview which were analyzed by using thematic analysis. The descriptions of the finding were explained as follows:

4.1.1 Teachers' Perceptions on the Use of Google Classroom Application in teaching speaking

Based on the data gained from interview, the researcher found that teachers' perceptions on the use of Google Classroom Application in teaching speaking. The researcher created a theme and code analysis to illustrate the results of the research. The themes and code analysis were obtained from qualitative data through in-depth interviews which were presented in the following table:

Table 1. Themes and codes for teachers' perceptions on the use of Google Classroom in teaching speaking.

Themes	Codes
1. Improvement component of complex speaking	a. The teacher claimed that students can improve their complex speaking (Grammar, vocabulary, pronunciation, fluency and comprehension)

		from a learning video by using Google Classroom.
2. Perceive classroom management	classroom	a. The teacher said that so far is quite good and smooth enough to help the learning process.
3. Internet connection		a. The teacher said that signal problems and limitation of the internet quota.
4. Good features in teaching speaking by Google Classroom		a. The teacher claimed that the features in Google classroom make it easier in learning speaking process.

The themes and codes obtained from the qualitative data as listed in table 1. Explained to determine teacher' perception on the use of Google Classroom application in teaching speaking in MTs N 1 Jakabaring. Various information was found about teachers' perception on the use of Google classroom in teaching speaking, such as: (1) The component of complex speaking, (2) Perceive Classroom Management (3) Internet connection, (4) Google Classroom Features In teaching speaking.

4.1.1.1 Improvement Component of Complex Speaking

Based on the data obtained from interview, it was found teacher's perceptions about teaching speaking activities by using Google Classroom. The researcher received information about Complex component of speaking from teachers' that students can improve their complex component of speaking such as Grammar, Vocabulary,

pronunciation, fluency, and comprehension in Google classroom. As stated by the following teacher who confirmed that:

-“In this case, improving students' grammar through the Google Classroom application, in my opinion, it is quite helpful in improving grammar in English. I can see this from the fairly good wording of students speaking English”. (ID)

- “Based on what I've seen and experienced. Their English vocabulary has increased. That's because I gave them vocabulary memorization tasks or daily conversations to students so that they learn to improve their vocabulary well”. (ID)

-“To train students to be able to pronounce words in English correctly, I send vocabulary or conversation videos repeatedly so that students can pay attention to pronunciation and they can improve their vocabulary in English”. (ID)

- “For speaking fluency they feel more confident and it also reduce their nervousness so their fluency is better”. (TTN)

-“They understand the material well, they also understand the material from the video that I have shared which talks about the material through by me”. (TTN)

In conclusion, the complex component of speaking provided by students improvement by using Google Classroom.

4.1.1.2 Perceive Classroom Management

The second perceptions by the teachers at MTs N 1 Jakabaring. In this study was that the teachers felt comfortable for speaking classroom management by using Google classroom application. Said from interview:

- *“So far I think the class management in Google Classroom is quite good and smooth enough to help the learning process”*(ID)

- *“This application supports the learning process with good features and its management helps the activities in the Google Classroom”* (ID)

-*“In my opinion, classroom management in learning to speak is quite easy to be applied to students, because I think it is quite efficient and it creates them learning process be easier for both teachers and student”* (TTN)

-*“Absolutely yes, in my opinion, this application helps me a lot in managing the class systematically. For instance, giving lesson material orderly so the students are easier to understand the lesson and it supports the learning process as well”*. (TTN)

However, the teachers stated that classroom management in Google Classroom is quite easy to be applied to students with good features so that it can support the learning process well.

4.1.1.3 Internet connection

The researcher found that the teacher said that some students had difficulty in signal problems and also limitations of the internet quotas. Said from interview:

-“Of course I did, because of signal problems and also the limitations of the internet quota owned by the students. That's why I usually rearrange the learning time or the deadline for submitting assignments so that they submit assignments on time”. (TTN)

Therefore, the teachers have a solution for managing time in Google Classroom so that students can work or submit assignment on time.

4.1.1.4 Good features in teaching speaking by Google Classroom

The researcher found that the teacher said that all of features in Google classroom is good easier to used. Said from interview:

-“The features are quite easy to be used. For example, e-learning classes are used to provide announcements, assignments, and grades. Besides, there is also a Google drive which is used for tidying up documents that have been uploaded by students or teachers”.
(TTN)

It means that, the features in Google classroom make it simplify the course of the learning process in the Google classroom.

4.2 Discussion

This discussion is presented by as the way to discover the ideas related to the findings, previous studies, and literature review. The research findings and previous studies were discussed as follows:

After the researcher analyzed the result of data analysis by using thematic analysis, the researcher found that there were the teachers perceptions on the use of Google Classroom applications in teaching speaking at MTsN 1 jakabaring. The

perceptions consisted of (a) Improvement component of complex speaking, (b) Perceive classroom management, (c) Internet connection, (d) Good features in teaching speaking by Google Classroom. Therefore, an explanation of the factors were described as following in order to know further much information about them.

Based on the findings from the teachers' responds of interview, the first perception on the use of Google classroom in teaching speaking is improvement component of complex speaking, because the teachers said the students can improve their speaking ability well. Based on the research findings, Brown (2001) mentioned that speaking is an interactive process constructing meaning that involves producing, receiving, and processing information. Furthermore, Speaking is a complex skill with any component so that make it easier to interact with other people. It is supported by Wahyuniati et.al (2019) who mentioned that speaking is a complex skill which involves an interaction between the speaker and the listener in an active process. This is very beneficial for students learning speaking with the presence of complex component in speaking make it easier for them to interact.

The second perception is perceive classroom management in teaching speaking on Google classroom that create learning process well. Based on the research findings, the research conducted by Mafa (2018) on the benefit of using Google classroom to support the learning process, who mention that Google Classroom empowers teachers' authority to simply create and post content materials for students, the material itself can be in a form of documents, pictures, audios, file attachments and even videos, It also provides discussion board where students may discuss or interact with each other easily and It empowers other features such as announcements, upcoming task, datelines, and feedback,

so students are able to manage their own independent learning. Thus, the services provided by Google classroom in existing classroom management can facilitate the learning process easily and for both teachers and students.

The third perception is internet connection. The teachers said problem in the internet network and quota limitations can hinder learning and it takes time to reset the system so they can do assignments according to the time allotted. Based on the research findings, the research conducted by Ahmad et al (2020) on the disadvantages of Google Classroom mentioned that students' internet networks are not good, the students will miss the explanation or discussion of the lessons presented by their teacher. It takes more time to make their internet network stable.

The last perception is about good features in teaching speaking by Google classroom. From the features above, teaching and learning process are easier to operate. According to Hammi (2017) Google Classroom is an application that allows the creation of online classrooms with the features provided by Google Classroom with facilitate teachers and students in carrying out learning activities. However, Sewang (2017) explained that Google Classroom was designed to assist teachers in creating and submitting paperless assignments, include time-saving features such as the ability to automatically make copies of Google Docs. In short, the features in Google Classroom supported facilitate interaction between teachers and students in online learning easily and effectively.

In summary, for the use of Google Classroom application in teaching speaking could improve speaking skills with existing components in speaking such as grammar,

pronunciation, vocabulary, fluency, and comprehension as well as good class management and features contained in Google classroom that support and facilitate the course of learning even though sometimes that it blocked by an internet connection but teacher can handled well.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented: (1) conclusion and (2) suggestion of the study.

5.1 Conclusions

In this chapter, all of the result from findings had been concluded. The suggestion are also presented based on the result of data analysis by using thematic analysis, the teachers' perceptions on the use of Google classroom in teaching speaking ware follow:

- (a) The teacher said that students can improve their speaking ability with the complex component of speaking,
- (b) Perceive classroom management,
- (c) Internet connection, and
- (d) Good features in teaching speaking by Google classroom.

5.2 Suggestions

According to the conclusion described above, the researcher would like to convey some suggestions that are provided for the English teachers, the students, and other future researchers. This research only focused on finding the perceptions of the teachers on the use of Google classroom application in teaching speaking.

By knowing the teachers' perceptions on the use of Google Classroom in teaching speaking, the first suggestion for teachers that can maximize the way they teach in teaching speaking for students. It would be better if the teachers try different teaching styles by organizing more attractive teaching. Subsequently, based on the findings in this study by knowing the perceptions on the use of Google classroom in teaching speaking

Second, this research expected that the students can find out and explore by themselves on the use of Google classroom to enhance their English especially in learning speaking proficiency.

For the next researchers who want to conduct the similar research can shed light on what could be improved on the use of Google classroom in teaching speaking and also find out other perceptions that could be use the shortages on the use of Google classroom in teaching speaking which are not explained in this study.

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