

Teacher Difficulties on Using Google Meet in English Language Teaching SMPN GALIS Students

ST. Karina Zhafira ¹

¹ faculty of teacher training and education, universitas Madura,

*Corresponding author: karinazhafira0909@gmail.com (No WhatsApp: 087809396869)

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ABSTRAK

Pengajaran dan pembelajaran berpusat pada bahasa. Ini adalah sarana yang dengannya ide-ide dan kemampuan diperoleh dan dievaluasi, ikatan sosial dan identitas dibangun, dan seiring berjalannya waktu, dasar-dasar disiplin ilmu yang lebih dalam dan rumit dibangun. Beberapa jenis metode dapat digunakan, bergantung pada tujuan penelitian dan karakteristik topik. Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk mengkaji masalah yang dihadapi guru saat menerapkan Google Meet dalam pengajaran bahasa Inggris. Penelitian kualitatif adalah jenis penelitian yang tidak ada hitung-hitungan. SMPN GALIS hanya diberi waktu satu jam setiap minggunya, dan puasa hanya diberi waktu lima puluh menit. Ini belum termasuk waktu yang dihabiskan untuk menunggu siswa yang datang terlambat ke kelas online. Beberapa siswa dalam kelompok siswa yang berbeda baik di kelas online maupun offline tidak mematuhi prosedur kelas yang ditentukan. Permasalahan lainnya adalah, ketika pembelajaran sedang berlangsung, tidak ada siswa yang membuka kameranya sehingga guru dapat melihat apakah siswa benar-benar memperhatikan topik yang diajarkan atau hanya memasuki ruangan.

ABSTRACT

Teaching and learning are centered around language. It is the means by which ideas and abilities are acquired and evaluated, social bonds and identities are established, and over time, deeper and more intricate disciplinary underpinnings are built. Several types of methods can be employed, contingent on the study objective and topical characteristics. The present study employs a descriptive qualitative approach to examine the issues faced by teachers while implementing Google Meet in English language instruction. Qualitative research is a kind of research in which there are no calculations or counts. There is just one hour each week for SMPN GALIS, and there is only fifty minutes for fasting. This does not include the time spent waiting for those students who arrive late to the online classroom. Some students in distinct student groups in both online and offline classes do not adhere to specified classroom procedures. Another issue is that, while the lesson is being taught, none of the students open their cameras to allow the teacher to see if the students are actually paying attention to the topic being taught or if they are just entering the room.



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INTRODUCTION

Teaching and learning are centered around language. It is the means by which knowledge and abilities are acquired and evaluated, identities and social bonds are forged, and over time, ever-deeper and more intricate disciplinary understandings are created (Bloom, Carter, Christian, Otto, & Shuart-Faris, 2004; Gee, 1996; Schleppegrell, 2001, 2004). According to national education policy, Indonesian schools must begin teaching English as a foreign language to students as early as elementary school.

According to the 1989 Constitution on the System of National Education and the Decree of the Minister of Education and Culture No. 060/U/1993, dated 25 February 1993 16, the ultimate goal of the English subject in schools is to prepare students for the globalization era. This is the basis for the purpose of teaching English in Indonesian classrooms (Rachmajanti, 2008). Ahmadi (2017) further states that the way teachers promote language acquisition in their classes is one of the key components of learning. This becomes crucial when learning a language since teachers need to make sure their students find the content engaging and that they are taught using the appropriate technique.

The usage of Google Meet in English language instruction during the COVID-19 pandemic is just one example of how technology has impacted and grown to be a significant component of ELT in this digital age. Even when students are studying remotely, professors can employ a direct approach to instruction by utilizing Google Meet as a medium. These illustrations show how crucial a role technology plays in education. It transforms the theoretical content taught in the classroom into meaningful, tangible objects.

According to Mendawa (2017), a number of factors, including the teacher's training, experience with computers, time constraints, hardware, and software, affect the application technology that they utilize in the classroom. Furthermore In the globalization era, technology plays a crucial role in helping teachers support students' learning. However, it's crucial to reconsider the notion of integrating technology into the teaching and learning process. The primary goal of integrating technology into teacher education, according to Albirini (2006), is to enhance and raise the caliber, accessibility, and economy of the way that students receive instruction. More significantly, though, it offers advantages from networking the learning communities to address the challenges of contemporary globalization. According to Eady & Lockyer (2013), who provide evidence for this assertion, technology is now a crucial component of education and a major concern for educators at every stage of the process, from planning lessons to actually instructing students.

In the SMPN GALIS teaching system, students from both online and offline classes were combined into one, and professors had to divide their focus between the 19 students in the offline class and the online students. In order to avoid confusion among their students, some teachers base their lesson plans on textbooks. Meanwhile, some teachers grade their students' work by assigning them questions based on textbooks to those who participate in both online and offline study sessions.

According to the above statement, technology plays a significant part in SMPN GALIS since Google Meet is used extensively in all online teaching, including assignment and exam preparation, student attendance, and teacher-provided teaching materials. Since speaking is a crucial ability for mastering English, language instruction, including English language instruction, has a significant impact in this situation. Furthermore, outside of the Indonesian curriculum, SMPN GALIS also uses reference books such as BBC books and others. From this justification, it follows that technology plays a significant role in education. The purpose of this study was to examine how well teachers implemented technology integration in teaching English, including the problems they faced and how



they overcame them.

METHOD

Research design

Several types of methods can be employed, contingent on the study objective and topical characteristics. The present study employs a descriptive qualitative approach to examine the obstacles faced by teachers while implementing ICT in English language instruction through Google Meet. Qualitative research is defined as a type of research that excludes calculation and enumeration, according to Moeleng (2001). In the meantime, a descriptive study, according to Surakhmad (1994), is a type of research methodology that focuses on a number of tasks like gathering and organizing, evaluating and interpreting the data, and coming to a conclusion. The researcher employs data gathering strategies that include the following in order to get reliable and accurate data for the study:

1. Observation

Sugiyono (2014) posits that observation activities are processes that consist of both biological and psychological components. In order to conduct this study, the researcher watched teachers as they used Google Meet to explain and teach the content.

2. Interview

Consultation an interview was one of the things that was required in order to obtain proper information. This is stated by Joko Subagyo (2011:39) in line with the belief that interviews are actions taken to directly obtain information from respondents through questioning.

RESULTS AND DISCUSSION

Data explanations based on the study's research problem are called discussions. The extended use of ICT in teaching and factors that obstruct its usage are discussed.

1. The Extended Use of ICT in Teaching

Oliver (2003) expects that the education sector would lag behind other sectors in terms of ICT use. Oliver's core claim is based on the situation in poor nations, where a number of factors make it difficult to integrate ICT into the classroom. The main factors impeding the use of ICT in education include insufficient funding, limited access to these resources, and a lack of necessary ICT-related skills. From the aforementioned statements, it is clear that using ICT to teach English is beneficial to the teaching-learning process, particularly in light of the COVID-19 pandemic. This is seen by the ease with which the instructor uses the Google Meet program while instructing.

2. Factors impeding the use of Google Meet as an ICT in the classroom

Based on Schoepp's thesis (2005, p. 2), she has enumerated the challenges associated with integrating ICT into education, particularly in the context of classroom instruction. This is a complex process where a number of obstacles may arise.

We can determine if there are any institutional hurdles resulting from a lack of academic leadership, an unclear vision, the absence of formal strategic planning, and the desire for institutional policies based on the data gathered via observation and interview regarding the research findings. This claim is supported by research findings and context, where the principal provided SMPN GALIS training to all instructors prior to their adoption of ICT-based online instruction and enabled all classes to have speakers, projectors, and wifi. Additionally, the principal generated and sent emails



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to every student enabling them to participate in the online classroom immediately after each lesson without having to wait in line. All of those statements point to the absence of any serious issues related to school or instructor barriers. Students at SMPN GALIS are the main source of issues with the use of technology in the school. The research's findings are almost identical to those of a study published in 2014 by Dedi Kurniawan under the title "Obstacles Teacher Face in Integration ICT into ELT in Senior High School in Palembang." According to his research, fifty English instructors at Palembang's senior high school encounter several challenges while integrating ICT into their ELT (English Language Teaching) programs. Their primary challenges stem from impediments at the classroom level, particularly those related to time constraints, access to ICT-based resources, and technical support. In the meantime, teachers do not have negative attitudes regarding the integration of ICT into ELT since they are competent, self-assured, and do not face impediments.

CONCLUSION

The researcher concluded the amount of ICT implementation using Google Meet in teaching in the eighth grade of Tarmizi and Nasai on SMPN GALIS based on the research design and discussion in the previous chapter. During the teaching-learning process, Google Meet is used to handle attendance, student activation, and the scoring system. To ensure this, the school institution has equipped each classroom with a projector, internet, and an audio speaker. Additionally, the educational institution has created and purchased a Google Meet account. Some students in the 86 divided student groups in online and offline classes do not adhere to school regulations on established classroom practices. An further issue arises when students fail to turn on their cameras during class, making it difficult for the teacher to assess whether or not each student is truly paying attention to the lessons being taught or if they are just entering the room.

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