

**TEACHERS' PERCEPTION ON THE USE OF GOOGLE  
CLASSROOM AND VIDEO LEARNING MATERIAL IN  
SUPPORTING STUDENTS' GRAMMAR UNDERSTANDING**

**THESIS**

Submitted in Partial Fulfillment of the Requirements  
for Gaining the Bachelor Degree  
of English Language Education



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2021**

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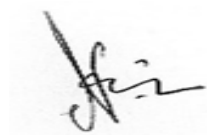
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## **ABSTRACT**

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Online learning has transformed conventional habits in learning English during the pandemic. One of the most popular platforms for facilitating this learning process is Google Classroom. In addition, learning media such as video learning materials are frequently used to support material delivery. It becomes the gap of this present study, some previous research only study on the perception of using Google classroom. This 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. This study applies a qualitative method. Data was collected through interviews, observation, and documentation. The subjects of this study were two English teachers at SMPN 28 Semarang. The finding demonstrates that teachers considered Google Classroom and video learning materials could help students understand grammar since they are easy to access. They also believe it has a beneficial effect on students and is suitable to teach grammar. While, some of the obstacles faced were the lack of facilities, less students' interaction, and difficulties in producing videos independently. Teachers have attempted to address the problems in several ways, including providing instruction outside of school hours for students with limited facilities, keep provides videos that discuss relevant material, and persuading students to ask questions. By understanding the identification of teachers' perceptions and the problems they experience, this research offers implications for teachers in developing more innovative and interactive online English learning.

Keywords: Google classroom, video learning material, and English grammar.

## **DEDICATION**

The researcher expresses gratitude to Allah, the one and the only gracious God who has blessed the researcher with being able to complete this thesis. Salawat and salutation may always be delivered to Prophet Muhammad until the end. Then, this thesis dedicates to the English Education Department Faculty of Education and Teacher Training, my beloved parents who have not tired of giving prayers and support under any circumstances, all my teachers, and friends who have given the researcher motivation, attention, and support during the preparation of this thesis. May we all always get innumerable gifts and grace from the most merciful God.

## MOTTO

لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

If you are grateful, I will surely increase you, but if you deny, indeed,  
My punishment is severe (Ibrahim: 7)

*“Thanks cost nothing”*

## ACKNOWLEDGEMENT

All praise given to Allah SWT who always gives mercy and blessing to complete this research. Then, Solawat and salutation may always be given to Prophet Muhammad, the last messenger who perfects the morals of all people. Finally, this study has been accomplished but the researcher realized that this research will not be completed easily without any help from others. Thus, the researcher would like to express gratitude, respect and appreciation to who supported this study by material or immaterial:

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5. The Headmaster of SMPN 28 Semarang who has given the opportunity to conduct the research and all teachers and staffs of SMPN 28 who had helped the researcher.
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8. My dearest friends, Fikri, April, Robi'ah, Sofi, Arum, Ami, Faizah, Ms. Izky, and Mbak Iffa who always support the researcher and welcome to be bothered.
9. All of my incredible friends in PBI B 2017.



10. All of members of Pondok Pesantren Mbah Rumi Semarang.
11. For those who cannot be mentioned in detailed who have supported the researcher.
12. My self, Ari Pirani who keep trying to do the best to complete this study.

Semarang,  
The Researcher,

A handwritten signature in black ink, consisting of a stylized 'A' followed by a vertical line and a horizontal stroke, resembling a signature.

Ari Pirani  
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# CHAPTER I

## INTRODUCTION

This chapter presents background of the research, research question, objective of the study, and significance of the research.

### **A. Background of The Research**

The learning system nowadays completely contrasts with the learning system before the coronavirus disease widely spread in Indonesia. Especially with the new government's rules related to the preventing of the spread of Covid-19 which obliges all citizens to stay at home and keep social distancing so that face to face learning at school which has been running as usual cannot be forced to continue.

Then, as mentioned in the Circular letter of the Ministry of Education and Indonesia Number 4, 2020 which related to the spread of coronavirus disease, The Ministry of Education and Culture of Indonesia instructed all education levels to conduct teaching and learning process online.<sup>1</sup> This policy urges all educators of Indonesia who usually held face-to-face teaching processes to convert it into online teaching. The implementing of the teaching and learning online process is inseparable from technology. Therefore, teachers as the facilitator which become one of the essential elements of the

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<sup>1</sup> Menteri Pendidikan dan kebudayaan Republik Indonesia. Surat edaran Pelaksanaan kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona virus (Covid-19). No.4 Tahun 2020.

learning process should be able to adapt to the new environment which relies on technology. Moreover, they should be able to choose and operate appropriate technology to provide an effective learning process.<sup>2</sup>

Deciding on virtual learning or online learning as a solution to maintain the teaching and learning process is not only happened in Indonesia but other countries did the same in their education system such as Bulgaria which has used an e-learning system since April 2020 and China which conducted simultaneous online learning exercise to ensure that learning for students was not interrupted.<sup>3</sup> Meanwhile, some online platforms or applications which are commonly used by Indonesian teachers include WhatsApp, Google meets, Google classroom, zoom, etc.

In fact, technologies have frequently used in the implementation of learning English based on visual, audio, or audiovisual because it can motivate students in studying English and make them easy to understand the learning material which has been taught. On the other hand, it can improve their English ability in listening, speaking, reading, writing, or another aspect as grammar understanding which is

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<sup>2</sup> Tira Nur fitria, “*Teaching English trough Online Learning System during Covid-19 Pandemic*”. Pedagogy: Journal of English Language Teaching. vol.8, no.2, 2020, p.139

<sup>3</sup> Rasmitadila, et.al, “*The perceptions of Primary School Teachers of Online Learning during the Covid-19 Pandemic Period: A Case Study in Indonesia*”. Journal of Ethnic and Cultural Studies, vol. 7, No. 2, 2020, p.91

one of the important parts in English for written or spoken communication.<sup>4</sup>

Basically, the use of technology has existed long before BC. This is explained in the Qur'an surah An-Naml: 29-30 which tells the story of the prophet Sulaiman and the queen Balqis.

أَذْهَبَ بِكِتَابِي هَذَا فَأَلْقَاهُ إِلَيْهِمْ ثُمَّ تَوَلَّى عَنْهُمْ فَانْظُرْ مَاذَا يَرْجِعُونَ قَالَتْ يَا أَيُّهَا الْمَلَأُ إِنِّي أُلْقِيَ إِلَيَّ كِتَابٌ كَرِيمٌ إِنَّهُ مِنْ سُلَيْمَانَ وَإِنَّهُ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“Go with this letter of mine and deliver it to them, then stand aside and see how they will respond. The Queen ‘later’ announced, “O chiefs! Indeed, a noble letter has been delivered to me. It is from Solomon, and it reads: ‘In the Name of Allah—the Most Compassionate, Most Merciful.’”

From this verse, it can be seen that communication between prophet Sulaiman and queen Balqis was a form of communication with sophisticated technology at that time. Prophet Solomon delivered a message in the form of a letter to queen Balqis through Hud-hud bird so that the message was well-received by the recipient's hand.<sup>5</sup>

Furthermore, some studies have proved the implementation of technology in learning English as the research by Ali Erarslan (2019) entitle Instagram as an

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<sup>4</sup> Mirna Nur Mirazna & Nur Hikmah, “*Students’ Perceptions Toward Grammar in English Classroom*”. Professional Journal of English Education (PROJECT), vol.2, No.5, 2019, p.682

<sup>5</sup> Abdul Haris Pito, *Media Pembelajaran dalam Perspektif Al-Qur’an*, Andragogi Jurnal Diklat Teknis, vol.4, no.2, 2018, p.111-112

Education Platform for EFL Learners. This study has done in Turkey state university and its finding showed that Instagram is able to enhance students in learning English.<sup>6</sup> Another study explained the effectiveness of the use of video materials to improve students' reading comprehension which has been done by Amir Mohammadian, et.al (2018) under the title The Effect of Using Video Technology on Improving Reading Comprehension of Iranian Intermediate EFL Learners. 30 students of high schools in Chababar, Iran were chosen as the subject of the experiment.<sup>7</sup> There is also research that reveals the positive effect of implementing Google meet in learning English. The result showed that using Google meet makes students more enthusiastic about learning English. This research has done by Rizal Wahid (2021) entitle Improving the Students' Motivation in Learning English through Google Meet during online Learning.<sup>8</sup> However, the implementation of technologies in the learning process during this pandemic is different from the conventional learning process because it is done over a distance.

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<sup>6</sup> Ali Erarslan, " *Instagram as an Education Platform for EFL Learners*". The Turkish Online Journal of Educational Technology, vol. 18, issue 3, 2019, p.54

<sup>7</sup> Amir Mohammadian, " *The Effect of Using Video Technology on Improving Reading Comprehension of Iranian Intermediate EFL Learners* ". Advances in Language and Literary Studies, Vol.9, No. 2, 2018, p.17

<sup>8</sup> Rizal Wahid, " *Improving the Students' Motivation in Learning English through Google Meet during the Online Learning*", English Learning Innovation, Vo. 2, No. 1,2021, p. 35



Whereas, one of the applications regularly used by English teachers of SMPN 28 Semarang is Google classroom which is accompanied by video learning material as a learning medium to make students easy in understanding the topic that had been taught. As asserted by Fachrur Rozie that learning media is a tool to make students easier in understanding the material presented and also make it easier to achieve learning goals because students are motivated more in studying the learning material.<sup>9</sup>

Google classroom is one of the popular learning platform that is commonly used in virtual learning. It had been used by a number of English language teachers around the world already since it was released in 2014. This online platform enables teachers to provide class activities, goals, and assignments in an orderly manner for teachers, administrators, and students.<sup>10</sup> On the other side, Google classroom is a free application that enables both students and teachers to conduct effective communication in the time of learning process. Another advantage is it makes teachers

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<sup>9</sup> Fachrur Rozie, “ *Persepsi Guru Sekolah Dasar Tentang Penggunaan Media pembelajaran Sebagai Alat Bantu Pencapaian Tujuan Pembelajaran* ”. Widyagogik, Vol. 5. No. 2, 2018, p. 6-7

<sup>10</sup> Kevin Armando B. F & Federico Soto P, “Google Classroom: An Effective Virtual Platform to Teach Writing in EFL Composition Course “. International Journal of English Language Teaching, Vol.6, No.1, 2019, p.30

easier to manage the collection of assignments in a paperless way.<sup>11</sup>

While video learning material is one of the media that used by teachers commonly in the learning process either face-to-face or over distance because it is easy to access not only by teachers but also students so that many teachers use it as a supplement to enrich teaching materials. Moreover, it is able to help visualize teaching materials that are not enough just to describe it in words. With the help of visualization, it makes students easier to have a better understanding of the topic being discussed.<sup>12</sup> Video becomes trending in this remote learning era because of some of the advantages such as it makes students more enthusiastic in learning so that they are not easily bored. Besides, it can be played over and over again not only during the learning time but also outside the class.<sup>13</sup>

The implementation of those tools absolutely entangle with the teacher perception since the teacher is one of essential elements of learning process. It seems impossible to

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<sup>11</sup> Md. Sadequle Islam, “*Bangladeshi University Students’ Perception on Using Google Classroom for Teaching English*”. International Journal of Psycho-Educational Sciences, Vol. 8, No. 2, 2019, p. 59

<sup>12</sup> Rossafari Mohammad, et.al, “*Using Video Material in Formal Education a Methodological Approach*”. 2008, p.2, retrieved from [https://www.researchgate.net/publication/265466001\\_Using\\_Video\\_Materials\\_in\\_Formal\\_Education\\_a\\_Methodological\\_Approach](https://www.researchgate.net/publication/265466001_Using_Video_Materials_in_Formal_Education_a_Methodological_Approach) on 25th March 202 at 10.00 pm

<sup>13</sup> Hesty Maulida E.Putri, et.al, “*Video Based Learning Sebagai Tren Media Pembelajaran di Era 4.0*”. Jurnal Pendidikan Ilmiah, Vol. 5, No. 1, 2020, p.18

conduct success learning process without the presence of the teacher who designs and organizes learning activity.

Previous research study by Md. Sadequle Islam in 2018 investigated the students' perception on the use of Google classroom for learning English. Its findings showed that students perceived Google classroom as an innovative technique to teach some English skills namely speaking, listening, reading and writing. This application is helpful not only for students but also for teachers in conducting teaching and learning English.<sup>14</sup>

Another research that in line with this study comes from Nurmala, Eva, & Meiva in 2020 which one of the results discovered about the students' perception on the implementation of Google classroom in learning reading comprehension. The students prefer to use Google classroom in learning reading because it has some various options that decrease boredom in the learning process.<sup>15</sup> This case becomes the gap of the researcher's study and both of the previous research where those previous research are focus on students perception but this presents study will find out

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<sup>14</sup> Md. Sadequle Islam, "Bangladeshi University Students' Perception on Using Google," *International Journal of Psycho-Educational Sciences*, 8(2), 2018, p.58

<sup>15</sup> Nurmala Dewi, et.al, "The Implementation of Google Classroom in Improving Students' Reading Comprehension at MAN 4 Jakarta". *Lingual*, vol.10, no.1, 2020, p.2

teachers perception on the use of Google classroom and also the implementation of video learning material especially in the grammatical aspect.

Another study had been conducted by Kamarullah & Abdul Manan in 2018 under the title “Applying English Video Learning Materials in Teaching Listening”. This study used experimental design to find out the different achievements between students who taught using English video material and some students who had taught by audiotape.<sup>16</sup> However the method used is contrast with the present research which will be conducted through qualitative approach. Besides, this present study is focus on describing teachers’ perception on the use of video not to assess or prove the impact of using video.

Based on those explanations, this study is conducted to know the teachers' perception of the use of Google Classroom and video learning material as a supplementary learning medium in supporting students’ grammar understanding and also to know the problems while implemented it during the learning process and how they cope with it.

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<sup>16</sup> Kamarullah, K., Asnawi Muslem,& Abdul Manan, “*Applying English Video Learning Materials in Teaching Listening*”.English Education Journal (EEJ), 9(4),2018, p. 529

## **B. Research Question**

Based on the background of the study, some statements of the problems are formulated as follow:

1. How is the teachers' perception toward the use of Google Classroom and Video learning material in supporting students' grammar understanding?
2. What kinds of problems are faced by the teachers in using Google Classroom and video material during the teaching process?
3. What are the strategies used by the teachers to overcome the problems?

## **C. Objective of The Study**

Dealing with the above research question, the purpose of the study are determined as follow:

1. To explain the teachers' perception about the use of Google Classroom and Video learning material in supporting students' grammar understanding.
2. To describe the problems faced by the teacher in using Google Classroom and video learning material in the learning process.
3. To describe the strategies used by the teachers in overcoming the problems they found.

## **D. Significant of The Research**

The researcher hopes that the result of this study can provide some beneficial information for whoever reads this

research paper. It is also expected that this study can contribute theoretically and practically.

**1. Theoretical benefit**

The researcher expects that the study will give additional information to the readers about the teachers' perception about the use of Google Classroom and Video learning material in supporting students' grammar understanding.

**2. Practical benefit**

**a. For Teacher**

It is hoped that the information of this study can increase teacher knowledge about the use of Google classrooms and video material as part of learning media and help teachers to carry out learning more effectively and be more aware because they already know the problems they face while implementing learning Google Classroom and video.

**b. For Researcher**

This study can help and be valuable for the researcher to fix and finish her study. Furthermore, the researcher expects that this research can provide useful information for the educational research so that the researcher can be more creative in designing learning material and learning activities as an English teacher in the future.

#### **E. Scope and Limitation of The Study**

In order to avoid irregularities in this study, the researcher limited the issue of this study to the perception of the teachers who teach English at the eighth grade of SMPN 28 Semarang toward the use of Google Classroom and Video learning material in supporting students' grammar understanding. Moreover, the researcher wants to know the problems faced by the teachers during the teaching and learning process and the strategies to overcome the problems.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides theoretical reviews which are related to the research problems and a review of some previous studies that are done in the same field related to this research topic.

#### A. LITERATURE REVIEW

##### 1. Definition of perception

In general terminology, perception is defined by the Cambridge dictionary as a belief or opinion, often held by many people and based on how things seem.<sup>17</sup> In the fields of philosophy, psychology, and cognitive science, Perception is the process of gaining consciousness or Understand sensory information. This phrase "Perception" comes from the Latin word *perceptio*, It means "receive, collect, Own and use thoughts to worry or senses."<sup>18</sup>

Perception is the process by which an organism interprets and regulates sensations to produce meaningful world experiences. In other words, perception is the way people think and respect things. This may be different from each other because even if people see the same thing, they sometimes

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<sup>17</sup> Cambridge Dictionary, retrieved from <https://dictionary.cambridge.org/dictionary/English-indonesian/perception> accessed on 15<sup>th</sup> April 2021 at 16.00 pm

<sup>18</sup> Ou Qiong, A Brief Introduction to Perception, Studies in Literature and Language, 2017, 15 (4), p.18 )



have different insights. It can be formed through the sense of smell, hearing, seeing, and touching.<sup>19</sup>

Perception is a kind of response or point of view, a process in which an individual accepts or understands something through the senses. The teachers' view is the professional educator's response to the education, teaching, guidance, training, and evaluation of the experience in the educational approach that affects the beliefs and emotions of the educator. This difference in understanding will lead to different judgments of each teacher.<sup>20</sup>

## 2. Factors affect perception

Many factors may affect teachers' perceptions so that one and others have a different perception. Thus, the process of receiving stimuli between one person and others varies according to each person's internal and external factors. Both of those factors are categorized as follow:

- a. Internal factor or intrinsic factor is a factor within the individual that influences the behaviour of the individual. Psychology recognizes the division of human internal aspects into three categories; a) The cognitive aspect which includes knowledge and understanding, b) the

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<sup>19</sup> Mirna Nur Mirazna, Nur hikmah, Students' Perception Toward Grammar in English Classroom, Professional Journal of English Education (PROJECT), 2(5), 2019, p. 683

<sup>20</sup> Wayan Maba, "Teachers' Perception on The Implementation of The Assessment Process in 2013 Curriculum, 1(2),2017, p.3

affective aspect, which includes feelings, interests, motivations, attitudes, and values, and c) the psychomotor aspect including observation and motor movements.

- b. External factor that shapes someone's point of view is factors found from outside of individual including social factor, economic factor, cultural factor, and environmental factor.<sup>21</sup>

### 3. Stages of the perception process

Perception can be defined as a process by which a person receives or summarizes information from his surroundings.<sup>22</sup> It process is divided into three stages namely selection, interpretation, and organization.

#### a. Selection

Selection is the first stage in the perceptual process in which we convert environmental stimuli into a meaningful experience. Information that keeps coming is the countless stimuli that come to our sensory organs simultaneously and waiting process. However, not all of this information can be processed by individual sensors as this can lead to confusion. Therefore, humans can only receive partial

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<sup>21</sup> Benny AB Sagay, et al. "The Influences of Internal and External Factors on Farmers' Perception and Participation in Bolaang Mongondow Regency" *Journal of Research in Environmental and Earth Sciences*, 1(2), 2014, p.9

<sup>22</sup> Nur Wahyuni, Siti Nurpahmi, & Indah Miftah Awaliyah, "The Students Perception Toward Using Whatsapp in Learning Reading" *Proceeding of the 2nd International Conference on English Language Education (ICONELE)*, 2013, p. 313

information from the environment through a selective process. When inundated by a great deal of information one only pays attention to stimuli that are attractive or familiar through selective perception. While others that are unattractive or unimportant will be ignored.

b. Organization

Organization is the second stage in the perception process. In this process, a person arranges the information he has chosen in several ways by finding meaningful patterns, namely by placing objects or people into certain categories. For example, some people may describe the meaning of human beings from the point of view of their physicality or nationality while others may be racial or ethnic. Therefore, at this stage of perception, the selected social and physical events or objects will immediately be grouped by shape, colour, texture, size, etc. Further, organizations help a person structure and strengthen coherence in the general knowledge they have.

c. Interpretation

The third stage of perception is interpretation, which refers to the process of attaching meaning to the selected stimulus. Once selected stimuli are classified into structured and stable patterns, someone will try to understand these patterns by assigning meaning to them. When faced with physical objects or events, almost everyone is consistent in

the objective part of the meaning, but what it means to any unique individual depends on the individual's past experience and cultural background.<sup>23</sup>

#### 4. Definition of Google Classroom

Google Classroom is a kind of various Google applications to support teaching and learning programs. Google Classroom is supported by other types of Google applications including Google docs, Google Drive, YouTube, and Google calendar, Google mail, and so on.<sup>24</sup>

Google Classroom becomes an online educational platform that is commonly used by many English teachers in remote learning because it is very easy to access. The instructor can create classes, post announcements, send material, and distribute assignments easily. In addition, it has no payment as well as access to other Google applications including Google Forms, Docs, Slides, Sheets, etc. When students collect their assignments, the teacher can correct student performance directly and provide corrections or

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<sup>23</sup> Ou Qiong, "A Brief Introduction to Perception", *Studies in Literature and Language*, 15 (4), 2017, p.18-19

<sup>24</sup> Muhammad Lutfi Hidayat, Wibowo Heru Prasetyo, & Jan Wantoro, "*Pre-service Student Teachers' Perception of Using Google Classroom in a Blended Course*". *Humanities & Social Sciences Reviews*, vol.7, no. 2, 2019, p.364

feedback through the available comment feature as when interacting directly during the offline classroom.<sup>25</sup>

There are four main parts of the Google Classroom feature. Those are:

- a. Home. The feature consists of registration and login systems that are commonly found on LMS, especially as the entrance to system management. The teachers can create and manage virtual classes, add new students, add details of class information, and add class teaching materials.
- b. Stream. It provides comment settings, lesson topic lists, a list of learning activities in the classroom, and viewing student activities.
- c. Student portal. This shows detailed assignments for students, list assignments, management of task, assessment, job cancellations, and reviewing student task portfolios.
- d. Announcements and questions. This is used to send assignments, questions, and announcements.<sup>26</sup>

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<sup>25</sup> Zaiadee m. Khalil, “*EFL Students’ Perceptions towards Using Google Docs and Google Classroom as Online Collaborative Tools in Learning Grammar*” *Applied Linguistics Research Journal*, vol.2, No. 2, 2018

<sup>26</sup> Muhammad Lutfi H., et.al, *Pre-service Student Teachers’ Perception of Using Google Classroom in a Blended Course*. *Humanities & Social Sciences Reviews*, vol.7, no. 2, 2019, p.364

In summary, Google Classroom makes it convenient and manageable to share and collect assignments in a paperless way. In addition, it makes teachers easier to keep in touch with their students in cyberspace anytime and anywhere.

## 5. Advantages of Google Classroom

There are many benefits of Google Classroom as the educational platform in supporting the learning process, those are:

- a. Google Classroom becomes the replacement of face-to-face classrooms. It empowers teachers' authority to simply create and post content materials for students. The material itself can be in a form of documents, pictures, audio, file attachments, and even videos. It also empowers other features such as announcements, upcoming tasks, datelines, and feedback, so students are able to manage their independent learning.
- b. Students and teachers may access all the features of Google Classroom in any form of gadgets, such as personal computers or smartphones. Accessing Google Classroom is very simple. It is integrated with a Gmail account which connects everything to it.
- c. Students can enroll in the class by entering the class code or based on the 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 access.

- d. Students can interact with others on the discussion board which encourages them to have better collaboration. They can discuss the task or project online. Besides, the teacher may invite students' parents or guardians to get involved in the class. It means, they can track the progress of their children at any time. They can easily get informed of any announcements and/or otherwise questions in the class stream.<sup>27</sup>

## 6. Definition of video learning material

Video is one of the media that can be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. The students can watch the acts and hear the language in the video. They can catch the materials in the video clearly. Video can be a powerful educational and motivational tool in the teaching and learning process.

Video is able to facilitate learners to easily study certain materials because it is kind of audio-visual medium that can be used to distribute messages from sender to receiver. Based on the Dual-coding theory, a human's memory and cognition system are related to the sensory system. In addition, the two

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<sup>27</sup> Almio Susetyo Harjanto & Sri Sumarni, “*Teachers’ Experiences on the Use of Google Classroom*”. English Language and Literature International Conference (ELLiC), vol.3 ,2019, p.173

systems are served by two interrelated coding systems, namely the visual system and the verbal system. In the learning process, the human mind will create separate visual and verbal representations, but these images will facilitate each other, leading to better learning outcomes. This theory suggests that combined verbal and visual information is more likely to be retained in long-term memory than verbal information alone. In other words, audio-visual material is better than visual material such as text because audio-visual material is more easily accepted by long-term memory.<sup>28</sup>

According to Riyana in Ni Kadek, et.al (2016), Video learning material is media or audio and visual aids that contain learning messages both containing knowledge application theories, concepts, principles, procedures, to help understand a learning material. Learning videos or video lessons can also be interpreted as media used to stimulate students' thoughts, feelings, and willingness to learn through displaying ideas or ideas, messages, and information in audio-visual form. In summary, video learning media is a medium used to convey learning messages or information in a more attractive audio-

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<sup>28</sup> Zigang Ge, et.al, “*Video Learning Material vs. Text-only Learning Material in E-learners’ Autonomous Language Learning*”. International Conference on Artificial Intelligence and Computer Applications (ICAICA), 2019, p. 34-35



visual form so that learning messages can be conveyed properly.<sup>29</sup>

In summary, video learning material is a kind of audio visual media that really possible for the teacher to attract the attention of students. Besides, this kind of media is also capable of conveying large amounts of information. Thus, students may love it because the video presentation is interesting, challenging, and stimulating to watch.<sup>30</sup>

## 7. Characteristics of video learning material

To create learning videos that can increase the motivation and effectiveness of users, learning must have the following characteristics:

### a. Clarity of Message

Video helps users understand learning messages more meaningfully and information can be received as a whole so that information will automatically be stored in long-term memory and is retention.

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<sup>29</sup>Ni Kadek Risna Dewi, I Dewa Kade Tastra, & Ketut Pudjawan, “*Pengembangan Video Pembelajaran Berbasis Kearifan Lokal Mata Pelajaran Bahasa Bali untuk Siswa Kelas III.*” E-Journal Edutech Universitas Pendidikan Ganesha, 2016, 5(2), p.3

<sup>30</sup> Resi Khothori & Nina Suzanne, “*Students’ Perception on the Video Used by English Teachers as Instructional Media*”. Journal of English Linguistics, Literature, and Education, vol.2, No.2, 2020, p. 128

b. Stand Alone

The videos developed do not depend on other teaching materials or do not have to be used together with other teaching materials.

c. User Friendly

Video media uses simple language or language that is easy to understand, and uses common language. Information explanations are helpful and friendly to users, including the ease of users in responding, accessing as desired.

d. Content Representation

Video material must be truly representative, for example, simulation or demonstration material. Basically, every subject matter can be made into video media.

e. Visualization with media

The material in the video is presented in the form of multimedia in which there is text, animation, sound.

f. Using high resolution quality

Graphic display of video media is made with digital engineering technology with high-resolution but in accordance with all computer system specs.<sup>31</sup>

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<sup>31</sup> Cheppy Riyana, Pedoman Pengembangan Media Video, P3AI UPI , Jakarta, 2007, p.8-11

## 8. The Benefits of Using Video

Videos can have a strong effect on the mind and senses. There are some benefits of teaching English using video. They are as follows:

- a. Learners enjoy language learning with the video One of the aims of teaching English to learners is to instill in them. The idea that language learning is happy to experience and video create an attractive enjoyable learning environment. Teaching using video makes the teaching-learning process more varied. The various media that are applied by the teachers can motivate the students to learn and give a comfortable feeling during the teaching-learning process in the classroom.
- b. Video is an effective way of studying body language. Language learners are learning about the world around them. Because the video consists of action, so the students can learn about body language based on the action of the video.
- c. Learners gain confidence through repetition. By watching a video several times learners can learn by absorption and imitation. Video can draw the attention of the students, come up with the emotions to be more active in writing lessons, support the students in sharing their feelings in

written forms and help the students who have fewer achievements in lessons orally.<sup>32</sup>

Those advantages make videos can be used as a source of learning material as well as creating innovative learning and it is able to engage students more in learning the process.<sup>33</sup>

## 9. Definition of grammar

Grammar is a set of rules that allows us to arrange words into meaning or to make them a sentence. At a certain level, grammar needs to be known by the speakers of a language, otherwise, they will not be able to compose words meaningfully and the words are not well structured. This grammar refers to the mechanism in the sense that language works when we communicate with others. Grammar is represented somewhat abstractly in the human mind so that it cannot be seen in a concrete way, but we know that grammar exists because it works.<sup>34</sup> This is strengthened by Yee &

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<sup>32</sup> Musrafidin Simanullang, “*The effect of applying video on the Students’ English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher’s Training and Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018/2019*”. International Journal of English Literature and Social Sciences (IJELS), vol.3, Issue 6, 2018, p.1000

<sup>33</sup> Rezza Anugerah, et.al, “*The Potential of English Learning Video in Form of Vlog on Youtube for ELT Material Writers*”. Proceedings International Conference on Teaching and Education (IcoTE), vol.2, no.2 (2019) p. 226-227

<sup>34</sup> Geoffrey Leech, Margaret Deuchar, & Robert Hoogenraad, English Grammar for Today (New York: Palgrave Macmillan, 2006), p.3

Vivian (2017) who pointed out that Grammar is a set of rules of a language and knowledge by which learners would be able to create an infinite number of meaningful sentences in a lifetime through these rules.<sup>35</sup> Moreover, there will be grammar in every language. It has been said that if language is a building, the words are bricks and the grammar is the architect's plan. A person can own a million bricks, but it is impossible to make a building without a plan. Likewise, if a person understands a million words in English, but he doesn't know how to combine them or arrange them into something meaningful, then he cannot speak English. From the above definition, it can be said that grammar is a set of rules, a form, and a framework for describing language.<sup>36</sup>

In addition, it is a lexicogrammatical patterns system that is used to create precise meanings.<sup>37</sup> By understanding, grammar will help us understand sentence structure and even context. Therefore grammar is one of the crucial basic things that must be mastered in learning a language because besides

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<sup>35</sup> Yee bee Choo & Vivian Kwon, “Using Multimedia Interactive Grammar to Enhance Possessive Pronouns among Year 4 Pupils”, Journal of English Education JEE, vol.2, No. 1, 2017, p.34-35

<sup>36</sup> Selvi Veronika & M.I. Gunawan, “The Making of Tenses Compilation video Used by All Characters in “Penguins of Madagascar” Movie to Learn Grammar”. Inovish jurnal, Vol. 4, No. 2, 2019, p. 187

<sup>37</sup> Yuli Tiarina, et.al, “Students’ need on basic English grammar teaching material based on interactive multimedia: an innovative design”. The International Journal of Counseling and Education, vol.4, no.1, 2019, p.29

being able to understand sentence structure, it can also be useful to distinguish time or events.<sup>38</sup>

Based on the various explanations that have been described above, it can be seen that grammar is a rule about how words and other components form a sentence. It consists of some grammatical parts for example words, sentences, paragraphs, nouns, verbs, and punctuation. Furthermore, grammar also forms precise meanings and allows one to understand time and context.

#### **10. The importance of grammar**

Grammatical understanding that is concerned with the formation of sentences and the use of written English as a means of communicating experience and information have to be mastered by the students in the foreign language educational field because it can influence a person's success. Grammar becomes one of the criteria that determine a student's ability to learn English. Although many learners have trouble internalizing the grammatical principles that have been intensively taught, this is an important part of spoken or written communication.<sup>39</sup> As a result, it is necessary for young learners to begin developing their English skills and building a

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<sup>38</sup> Hendra Sudarso & Haris Dibdyaningsih, "Using Review Sentences in Teaching Grammar". *Journal of English Language Teaching and Islamic Integration*, 266, vol.3, no.1, 2020

<sup>39</sup> Mirna N. Mirazna & Nur hikmah, *Students Perceptions Toward Grammar In English Classroom*, PROJECT, 2019, 2(5), p.683

strong understanding of grammar at a young age in order to communicate successfully in the English language.<sup>40</sup>

## 11. Types of Grammar

There are various categories of grammar that have been classified by linguists. According to Cook in Effendi (2017) divides grammar into five categories:

- a. Prescriptive grammar is a method of describing how someone should say something rather than describing how someone says anything.
- b. Traditional grammar, a system based on classical language grammar that governs how sentence patterns are utilized in schools.
- c. Structural grammar. It is a mechanism for defining English sentences that involves combining smaller elements into a larger one.
- d. Linguistic or grammatical competence. From this perspective, grammatical competence refers to a person's understanding of the regular structure of a language. Without having studied grammar, the owner of a language knows how to use it.
- e. EFL grammar. It is kindly known as a non-native speaker of a language who knows grammar by studying

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<sup>40</sup> Yee Bee Choo, Vivian Kwon, *Using Multimedia Interactive Grammar to Enhance Possessive Pronouns among Year 4 Pupils*, Journal of English Education JEE, 2017, 2(1),p.34

it. This type integrates two components of structural and traditional grammar.<sup>41</sup>

## 12. Grammatical aspects

There are several aspects of grammar that were asserted by Lyons in Indri (2020). Its classifications are as follow:

- a. The first categories consist of the word classes such as the Noun, Verb, Adjective, Adverb.
- b. The second categories present the notions of Number, Gender, Case, Person, Tense, Mode, Voice.
- c. Functional categories address the notion of Subject, Predicate, Object, etc.<sup>42</sup>

Based on the explanation above, tenses are a part of the grammatical aspect. Tenses indicate two main types of information namely time relations and aspectual variances whether an action, activity, or state that is happening presently, past, or future. Due to the limitation of the research, the researchers focuses only on Simple Present Tense, Present Continuous (Progressive) Tense, and Simple Past Tense that are taught by the subject teachers. The followings are the descriptions of each sentence focused.

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<sup>41</sup> Muh. Saeful Effendi et al, *A Study on Grammar Teaching at an English Education Department in an EFL Context*, International Journal on Studies in English Language and Literature (IJSELL) 2017, 5,(1),p.43

<sup>42</sup> Indri Ayu Lestari, Juliansyah, & Yoga Pratama, *Grammatical Errors in Stdents' Writing Descriptive Study on Grade 7 Students*, Journal of English Language and Culture, 2020,11(1), p.25



a. Simple Present Tense

It explains an action or activity that occurred at a certain moment or tells things in general to explain a regular or repetitive action. It can also be used to convey common facts or information.<sup>43</sup> This tense has several functions such as follow:

- 1) It represents general time (Ex.: *The sun rises in the east and sets in the west.*)
- 2) It describes the present time (Ex.: *Ani is not happy today.*)
- 3) It could be used with verbs of saying and telling (Ex.: *Mia says that she does not like pizza.*)
- 4) Expressing future time (Ex.: *The lecturer comes in the next morning.*)
- 5) Summaries of a story plot or current history (Ex.: *The turtle becomes the winner of the competition because the rabbit falls asleep.*)
- 6) The direction of the stage (Ex.: *The chef peels the mango and cut it into pieces.*)

b. Present Continuous (Progressive) Tense

This tense is used to describe a single temporary event that has a start and a finish. It implies that an event has begun and still continuing but it does not imply the

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<sup>43</sup> Martina Napratilora & Seri yanti Siagian, *Tenses Understanding in Using The English Language*, *English Journal of Indragiri (EJI)*, 2019, 3(1), p. 23

end of the action. This tense also could be used to convey an activity that occurs at the moment of speaking or to convey the future time in order to outline a plan. The common time signals are now, right now, at the moment, at the present, today, this morning, this afternoon, this evening, etc.<sup>44</sup> For example, *Avenger movie is playing now in the cinema.*

c. Simple Past Tense

Simple past tense is a tense type that is used to express an activity that occurred at a certain period in the past as well as to express habitual activities in the past.<sup>45</sup> The following are the functions of this tense:

- 1) It refers to one activity that completely occurred in the past (Ex.: *I bought a bag yesterday.*)
- 2) It is used to refer to past occurrences that have been accomplished but are no longer occurring. (Ex.: *Doni studied Arabic while He was in Semarang*)
- 3) It is used to refer duration of an event already finished in the past (Ex.: *She lived in Palembang for twenty years and then she decided to return to Jakarta*).

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<sup>44</sup> Dami, Anshari Syafar, & Wahyudin, *Teaching the Present Continuous Tense Through Short Dialogue*, e-Journal of English Language Teaching Society (ELTS), 2014, 2(1), p. 2

<sup>45</sup> Shanty Halim, *The Ability of Student in Mastering Simple Past Tense at Politeknik Negeri Ujung Pandang*, IDEAS, 2018, 6(2), p. 107

### 13. Online Learning

Online learning is one of the innovations to continue the teaching and learning process since the spread of COVID in Indonesia. It changes conventional learning (face to face in class) into online-based learning. This system is used not only in universities but also at all levels of educational institutions, including secondary and elementary schools.

The use of technology is closely tied to online learning. This is reinforced by Nurrohmat (2021), that online learning is a learning system activity that uses electronic technology to conduct learning activities.<sup>46</sup> Online learning makes teachers and students collaborate to use technology to facilitate learning activities. Teachers who play an important role in directing the learning process try to find the appropriate platform or application to carry out learning. Some of the commonly used platforms are WhatsApp, Google Meets, Google Classroom, Zoom, and so on.

In this case, teachers at SMPN 28 use Google Classroom to teach various subjects including English. In addition, teachers also use additional media such as video learning materials to support learning. In this condition, teachers are required to be competent not only in academics but also in the

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<sup>46</sup> Nurohmat, The Effect of Online Learning on Students' Learning Achievement (Overview of Learning English Achievement), Jurnal Ilmu Pendidikan (JIP), 2021, 12(2), p.167

use of technology because mastering technology is an urgent need nowadays.

#### **14. The Advantages of Online Learning**

One of the bases for implementing distance learning or online learning is because it is to prevent the transmission of COVID-19 which has spread to almost all regions. Some of the other advantages are:

a. Variety of media

Students and teachers can access a range of knowledge in a number of media, including text, voice, graphics, animation, video, and downloadable software, through online learning that relies on technology and the internet.

b. Up to date information

Students can get the most up-to-date knowledge not only from the school library but from any internet library.

c. Flexible to move

Switching classes or moving from one document to another is simple for both teachers and students. They only need to push the appropriate button instead of switching computers.

d. Exchange Idea.

Students can ask experts in specific disciplines questions or have discussions with them at any time.

- e. Collaborate with others.

Students can still cooperate online, communicating and discussing their projects in a variety of ways, such as through personal chat, email, social media, and other platforms.

- f. Save cost.

Online learning does not cost a lot of money to copy materials, questions, and others. It also does not cost money to travel from home to school because all learning activities are carried out from home through gadgets, both cell phones, and laptops or others.<sup>47</sup>

## **B. PREVIOUS RESEARCH**

A number of researchers have conducted a study related to the use of Google Classroom which is one of the online applications mostly used nowadays and the use of video material as the learning media in teaching English. Those previous studies are as followed:

The first study conducted by Nurmala Dewi, Eva Zahroni, & Meiva Eka Sri Sulistyawati (2020) entitle The Implementation of Google Classroom in Improving Students' Reading Comprehension at MAN 4 Jakarta. This research had done by, The objective of this research is to investigate the implementation

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<sup>47</sup> Ivan Yuhanna, Arzuni alexander, & Agemian Kachik, Advantages and Disadvantages of Online Learning, Journal Educational Verkenning, 2020, 1(2), p.14

of Google Classroom in increasing students reading comprehension, knowing the perceptions of students toward the use of Google Classroom in the learning process, and knowing some problems during implementing it in the learning process. The method applied in this study is the quantitative and qualitative method as known as mixed-method. The number of participants who were involved in this research is 27 students in grade XI from Madrasah Aliyah Negeri (MAN) 4 Jakarta. The researcher stated that Google classroom is able to improve students' reading comprehension regarding their good scores after the given test. In addition, they prefer to learn English using Google Classroom because it provides more options in material and tasks are alike learning through textbook even though they faced some difficulties during operating it such as unstable internet connection and error application system that consuming time to be fixed.<sup>48</sup>

Second, research from Kevin Armando B. F & Federico Soto Peralta under the title Google Classroom: An Effective Virtual Platform to Teach Writing in an EFL Composition Course. This study was conducted by applying an action research design to analyze the impact of using Google classroom on the students' writing skill development outside the classroom and explain the implementation of information communication technologies

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<sup>48</sup> Nurmala Dewi, et.al, "*The Implementation of Google Classroom in Improving Students' Reading Comprehension at MAN 4 Jakarta*". *Lingual*, vol.10, no.1, 2020, p.2

(ICT) to practice writing skills out of the classroom. 20 EFL students of Universidad Nacional, Coto Campus who are taking a writing course as known as composition were involved in this research. Its finding showed that both of the platforms are helpful in teaching and learning writing not only for teachers but also for students. Besides, Students and teachers are more satisfied to use Google Classroom as a learning platform than another one.<sup>49</sup>

The next is a research which has been conducted by Md. Sadequle Islam (2018) under the title Bangladeshi University Students' Perception on using Google Classroom for Teaching English. This research focused on investigating university students' perception toward the use of Google classroom in learning English. There were 60 students of Daffodil International University, Bangladesh who had become respondents of this study. Those students are taking English courses in their first semester. The data collected through a survey questionnaire in Google Forms. Its findings showed students' perception in term of the prospects and the difficulties found by them during the learning process. The students perceived Google classroom as a convenient platform for learning English. This platform is really useful for students to learn reading, writing, listening, and speaking in more

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<sup>49</sup> Kevin Armando B. F & Federico Soto P, “*Google Classroom: An Effective Virtual Platform to Teach Writing in EFL Composition Course* “. International Journal of English Language Teaching, Vol.6, No.1, 2019, p.27

innovative way. Furthermore, learners are facilitated to be able to collaborate with others in learning. Besides, there are various problems faced by the students during the learning process. One of the main problems is their lack of proper technical knowledge about Google classroom.<sup>50</sup>

Forth, a study that has been done by Kamarullah, Asnawi, dan Abdul Manan (2018) entitled “Applying English Video Learning Materials in Teaching Listening.” This research was located at the State of Vocational High School of Fishery of Ladong Aceh. It aims to find out the different achievements between students who taught using English video material and some students who had taught by audiotape. The researchers decided to conduct this study in order to increase students listening achievement because they have a low grade of the standard passing grade. The method used in this study was an experimental design where there are the control group and experimental group who had done pre-test and post-test while the data were analyzed using chi-square formula. The population is 5 classes of second-year students at the State Vocational High School of Fishery Ladong. After testing, analyzing, and comparing the data it concluded that the group who are taught through video learning material got a higher score than those

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<sup>50</sup> Md. Sadequle Islam, “*Bangladeshi University Students’ Perception on Using Google*,” *International Journal of Psycho-Educational Sciences*, 8(2), 2018, p.58



who taught using audiotape. Hence this study showed that video learning material positively increase students listening ability,<sup>51</sup>

The next is a study from Harits Agung Wicaksono & Rahayu Pristiwati (2021) entitled The Suitability of Video Learning Media on Youtube with Poetry Writing Learning Materials Curriculum. The objective of this study is analyzing the results of the suitability of video learning media on Youtube with the curriculum of writing poetry in the tenth grade of senior high school students. This study applied qualitative descriptive method. To collect the data related to the suitability of video learning media on Youtube writing poetry teaching material, the researcher used a note sheet. The findings showed that there are four videos which appropriate with the 2013 curriculum. In addition, there are some indicators of suitability related to the writing poetry namely theme, diction, language style, image, structure, and character.<sup>52</sup>

The last, the research from Rezi Khothori & Nina Suzanne (2020) with the title Students' Perception on the Video Used by English Teachers as Instructional Media. This study was conducted through a quantitative approach using the descriptive method that is a kind of another quantitative

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<sup>51</sup> Kamarullah, K., Asnawi Muslem, & Abdul Manan, "Applying English Video Learning Materials in Teaching Listening". English Education Journal (EEJ), 9(4), 2018, p. 529

<sup>52</sup> Harits Agung Wicaksono & Rahayu Pristiwati, "The Suitability of Video Learning Media on Youtube with Poetry Writing Learning Materials Curriculum". International Journal of Active Learning, 2021, 6(1), p.10

approach. The goal of this study is to investigate students' perceptions of the use of Video as instructional media in English lessons. The video was implemented to teach English because of some of its advantages such as it enables to convey a lot of information and it more interesting to watch so that students will pay attention more to materials taught in the classroom. The participants are 30 students in the eighth grade of MTsN 6 Tanah Datar who were taught using video as instructional media in English lessons. Questionnaires are used as the instrument to explore student's perception of the use of video as instructional media in teaching English. As the result, the study showed that students have positive responses toward the implementation of video as instructional media in teaching English.<sup>53</sup>

However, the differences from this study are the variables since this study will investigate the teachers' perception towards the use of both tools which are Google classroom and video learning material in supporting students' grammar understanding. Moreover, this study will be conducted through the qualitative method.

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<sup>53</sup> Resi Khothori & Nina Suzanne, “*Students’ Perception on the Video Used by English Teachers as Instructional Media*”. *Journal of English Linguistics, Literature, and Education*, vol.2, no. 2, 2020, p.128

## CHAPTER III

### RESEARCH DESIGN

This chapter presents research approach employed in this study, research setting, participant of the study, technique of data collection, and data analysis.

#### **A. Research Approach**

A qualitative method is an interpretative approach that attempts to obtain insight into the specific meanings and behaviors experienced in a certain social phenomenon through the subjective experiences of the participants. This method uses descriptions and categories/ words to study human experiences and realities from the subject's perspective. It is often an iterative process whereby the theory/hypotheses emerge from the data as it is collected, making the researcher key in the data collection and analysis processes. The goal is to understand the phenomenon from the viewpoint of the participants with its particular institutional and social context intact.<sup>54</sup> Furthermore, a rich data collection from various sources is needed to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes.<sup>55</sup>

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<sup>54</sup> Cathryne Palmer & Amanda Bolderston, "A Brief Introduction to Qualitative Research". The Canadian Journal of Medical Radiation Technology, 2006, p. 16

<sup>55</sup> Hossein Nassaji, "*Qualitative and descriptive research: Data type versus data analysis*". Language Teaching Research, 2015, p.129

## **B. Research Setting**

### **1. Research Location**

This study is going to be conducted in SMPN 28 Semarang which is located in Jl. Kyai Gilang, Mangkang Kulon Tugu Semarang. The reason why the researcher choosing this school is the English teaching and learning process of this school has been conducted via online for several months especially by implementing Google classroom and video learning material as the supplementary learning media.

### **2. Research Time**

This study had been conducted on 7<sup>th</sup> – 30<sup>th</sup> May 2020. This research was conducted in 2<sup>nd</sup> semester in the academic year 2020/2021.

## **C. Participant**

In the qualitative method, the research sample is called participants, sources, or non-respondent informants. In addition, this research sample is a theoretical sample because it aims to produce a theory. This study will use purposive sampling that is frequently used in qualitative research. Purposive sampling is a sampling technique to gain data sources based on certain considerations and goals.<sup>56</sup> In this case, the participant is chosen because they are very familiar

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<sup>56</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Penerbit Alfabeta, 2016) hal.218

with the study problem or it is an expert in the field so that they are able to provide information following the central phenomenon of the research and get the research objectives. Those participants are two English teachers at SMPN 28 Semarang who had taught English using Google Classroom and video learning material. The researcher will describe the perception of the teachers related to the use of Google classroom and video learning material in teaching and learning English especially grammar subject.

#### **D. Source of Data**

All information acquired from the subjects is the source of primary data in this study. Field notes from the class observation, interview transcripts, and data audio or video recordings relating to the topic can all be used to gather information. The transcript of interview with English teachers of SMP 28 Semarang, as well as field notes taken during the observation are some of the data used in this study. Furthermore, the subject teachers involved in this study are:

- a. Mrs. Murni Untari, S.pd, who teaches class VIII D, E, and F.
- b. Mrs. Evi Ana, S.Pd, who teaches Class VIII A, B, and C.

#### **E. Technique of Data Collection**

Data collection is one of the essential stages in scientific research. Meanwhile, the data collection techniques commonly used in qualitative research are observation, interview,

documentation and combination.<sup>57</sup> In this study, the researcher uses interview and documentation to collect the data.

#### 1. Observation

Observation is one of the most frequently used methods in various fields of scientific research. Observation can be the main or complementary method of several other research methods. Based on the technique, there are various types of observation, namely direct participant observation in which the researcher takes part or is involved in the participant or group being studied. Second, direct non-participant observation is an observation method in which the researcher does not join as a participant but only becomes an observer. Third, indirect observation, namely observations that allow researchers to obtain information about past or present situations in which researchers do not participate directly. Observations were made through various sources such as video recordings, or written materials.

In this study, the researchers used direct non-participant by joining each virtual class from every teacher in the Google classroom. This observation aims to find out how teachers teach and interactions between teachers and students, level of students ability, problems faced by teachers

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<sup>57</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Penerbit Alfabeta, 2016) hal.225

and students and other things such as additional media/tools used by teachers in the learning process.

## 2. Interview

Interview is one of the data collection techniques in qualitative research. An interview offers the possibility of gaining insight into the interviewee's world and a deeper understanding of the nature or meaning of the interviewee's everyday experiences.<sup>58</sup> Interview data is also referred to as verbal data, namely data obtained through conversation or question and answer.<sup>59</sup> There are three kinds of interview including structured interview, semi-structure interview, and unstructured interview. Here, the researcher will use semi-structure interview where the researcher is more flexible in conducting interview than using structured interview and researchers can ask new questions that are not on the interview list.<sup>60</sup>

Interview will be conducted to determine teacher perceptions of the use of Google Classroom and video learning material that the teacher had conducted for approximately one semester. As well as knowing the

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<sup>58</sup> Cathryne Palmer dan Amanda Bolderston, "A Brief Introduction to *Qualitative Research*". The Canadian Journal of Medical Radiation Technology, 2006, p. 17

<sup>59</sup> Tohirin, *Metode Penelitian Kualitatif*, (Jakarta: PT. RajaGrafindo Persada, 2012), hal.63.

<sup>60</sup> Djam'an Satori & Aan Komariah, *Metode Penelitian Kualitatif*, (Bandung, Penerbit Aalfabeta, 2017) hal. 135

teacher's knowing the problems faced during the learning process and their strategies in overcoming the problems. The list of the interview as follow:

**Table 3.1 Interview guideline**

No	Questions
1.	Do you often use online or offline applications as a media in teaching English? If so, what are they?
2.	When do you use Google classroom and video learning material
3.	Why do you prefer to use Google classroom and Video learning material in teaching and learning process?
4.	Do you use another applications or media? If so, what are they?
5.	How do you apply Google classroom and Video learning material in teaching and learning process?
5.	What kind of difficulties do you face while using Google Classroom and video learning material in the learning process?
6.	How do you overcome those difficulties?
7.	Do you think Google classroom and video learning material help students understand grammar material? (understanding simple present tense, simple past tense, and simple future tense)
8.	How important is video learning material in learning process?
9.	Do you think Google Classroom and video learning material are suitable for teaching grammar lesson?

### 3. Documentation

Beside those methods mention above, the researchers also used documentation as data collection method.



Documents are non-human sources of information because they are records of past events, whether in the form of images, writings, or works.<sup>61</sup> In this study, researchers will take several pictures during teaching and learning English to support the research data so that it is more credible and valid.

#### **F. Technique of Data Analysis**

To analyze the data, the researcher used Miles and Huberman's data analysis model in Sugiyono. There are three stages in data analysis, namely data reduction, data presentation or data display, and conclusion drawing. Data analysis is a process to find out and arrange the data systems that had been taken from observation, interview, field notes and other supporting materials.

The codification stage is the stage where the researcher gives a name to the research result. At this stage, the researcher sorts out the important and insignificant information that has been obtained in the field. At this stage, the researcher will transcribe the recorded interviews with the informants. After the notes are neatly written, the researcher then sorts out the important and unimportant information by providing signs or codes. After that, the researcher interpreted the important information that had been sorted out.<sup>62</sup>

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<sup>61</sup> Djam'an Satori & Aan Komariah, *Metode Penelitian Kualitatif*, (Bandung: Penerbit Alfabeta, 2017) hal. 146 & 148

<sup>62</sup> Afrizal, *Metode Penelitian kualitatif*, (Jakarta: PT RajaGrafindo Persada, 2014) hal. 178

After that, the researcher conducted the data presentation stage. In qualitative research, the presentation of data that is often used is narrative text. According to Miles and Huberman, the most frequent form of display data for qualitative research data in the past has been narrative text.<sup>63</sup>

The third step is drawing conclusions or verification, which is the stage where the researcher concludes the data findings. This is the researcher's interpretation of the interview results or documents obtained. After carrying out this stage, the researcher has obtained research findings based on the data analysis that has been carried out.<sup>64</sup>

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<sup>63</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Penerbit Alfabeta, 2016) hal.249

<sup>64</sup> Afrizal, *Metode Penelitian kualitatif*, (Jakarta: PT RajaGrafindo Persada, 2014) hal.180

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents research findings and discussion which include the explanation about teachers' perception toward the use of Google classroom and video learning material in supporting students' grammar understanding, the problems faced by the teacher and the way to encounter the problems.

#### **A. Research Finding**

##### **1. Teachers Perception of the use of Google classroom and video learning material in supporting students' grammar understanding.**

In order to address the first question of this study related to teachers point of view on the use of Google classroom and video learning material, the researcher analyzed the result of the observation and interview, then polarized it into several categories, namely ease of use, positive influence, and suitability for teaching English, especially grammar concepts. The researcher also found the other applications used by the teacher. For the report purpose, teacher identity isn't written in a detailed name but using coding as in the table below:

Table 4.1 List of participant teachers

No.	Name	Code
1.	Murni Untari	MU
2.	Evi Ana	EA

In order to address the first question of this study related to teachers point of view on the use of Google classroom and video learning material, the researcher analyzed the result of the interview and polarized it into several categories, namely ease of use, positive influence, and suitability for use in teaching English, especially grammar concepts. The researcher also found the other applications used by the teacher.

a. **Easiness of use**

The first point describes the teacher perceptions related to using both Google Classroom and Video Learning Materials in the teaching and learning process. Teacher MU asserted that Google Classroom access is very easy and helpful to use and can store material for a long time. It could be seen from her following answer during the interview:

*“Google classroom itu dapat menyimpan materi yang diajarkan lebih lama, sehingga siswa bisa membukanya kapan saja.”*

Furthermore, according to teacher EA, Google Classroom is an efficient learning platform because it does not require a lot of internet quota so that it can be accessed by all students.

*“Selain itu, google classroom juga lebih hemat kuota jadi tidak terlalu membebani siswa”.*

As for ease of access to the video in supporting the learning of grammar, they both argued that the video is also easy to use because it can be played over and over again indefinitely. They had mentioned it as follow:

Teacher MU said:

*“..Begitu juga dengan video penjelasan materi, siswa bisa memutar nya berulang-ulang agar semakin paham dengan materinya.”*

In addition teacher EA said:

*“...dengan adanya video penjelasan materi yang dapat diputar berulang-ulang, menurut saya siswa semakin mudah dalam memahami materi yang diajarkan.”*

#### **b. Giving positive impact**

The next point is about teacher perceptions toward the positive impact of using Google classroom and video learning materials in teaching and learning English, especially in grammar. Both of the teachers

Mentioned that Google classroom and video learning material to give a good influence on students in other words both greatly assist students in understanding the grammar in training students to be more disciplined as in the assignment. Students who are late to collect duties will easily know by teachers because there is a time limit duty collection. Besides discipline, it also supports students in learning independently. Teaching materials, as well as summaries and important notes related to material and practice questions in Google classroom, are well organized. It encourages students to learn the material on their own outside of instructional hours.

Teacher MU said:

*“Menurut saya google classroom itu sangat membantu karena mudah digunakan dan kelebihannya itu materi yang diajarkan tidak akan hilang seperti whatsapp. Siswa tetap bisa melihat materi yang sudah diajarkan sebelumnya. Mereka tidak perlu scroll terlalu lama. Jadi, siswa bisa mempelajari ulang materinya.”*

In line with the statement given by teacher MU, teacher EA also states her belief about the use of Google classroom that makes students easier in review the material independently. She said:

*“Saya rasa dengan ringkasan materi yang saya buat, catatan-catatan penting yang saya bagikan dalam*

*Google classroom ini sangat membantu siswa dalam memahami materi yang diajarkan”.*

Meanwhile, video learning materials can reduce students' boredom while studying because the explanations are easier and more interesting, making it easier for students to understand the material. It had been stated by teacher EA during the interview. Here is her answer:

*“Kalau video kan menarik sehingga mudah dipahami siswa dan mereka tidak merasa jenuh saat belajar terlebih jika hanya membaca materi dalam bentuk dokumen.”*

**c. Suitability to teach grammar**

This term is showed teachers' perceptions about the suitability of implementing Google classroom and video learning material in teaching grammar. Both of the teachers claimed that both media are suitable for teaching grammar and able to help achieve learning objectives but need to be accompanied by other media or applications to be optimized. By using Google classroom, teachers can deliver teaching materials and practice questions easily, either in the form of documents or by typing directly. Besides, google classroom also allows students to store and access the

material and exercises for a long time and could be review at any time.

Teacher EA said:

*“menurut saya penggunaan Google classroom dan video learning material cocok untuk mengajar grammar karena lebih bervariasi. Pembelajaran grammar menggunakan google classroom itu memudahkan siswa dalam menyimpan dan mengakses materi juga latihan-latihan soal. Saya sendiri merasa Google Classroom dan video learning material ini cukup bagus untuk memenuhi kebutuhan belajar online”*

Teacher MU said:

*“..agar lebih efektif guru tetap perlu memberikan penjelasan pada beberapa hal yang masih belum dipahami atau dirasa sulit oleh siswa.”*

The video learning material which contains explanations of material related to the topics discussed also plays an important role in learning. Apart from interesting videos, it can deepen understanding of material related to grammar rules such as simple present tense, present continuous tense, and simple past tense. Teacher EA emphasized her belief as follow:

*“dengan menggunakan video siswa tidak bosan dalam mengikuti pembelajaran.”*



In line with the statement given by teacher EA, teacher MU also stated that the video explanation of the material is suitable to be used in teaching grammar rules, especially for the type of students who do not quite understand the material through reading alone.

She said:

*“....terkadang siwa tidak cukup jika hanya membaca saja terlebih anak SMP, menurut saya masih perlu bimbingan dari gurunya, seperti melihat bagaimana cara mengucapkan suatu kata secara langsung, jadi lewat video ini anak-anak tahu bagaimana cara mengucapkan kata yang menjadi contoh sebuah kalimat.”*

d. Other tools used by the teacher in the learning process

The researcher also found that there are other applications or other learning platforms which are used by teachers besides Google Classroom. Both teachers use similar applications such as WhatsApp, Google forms, and zoom. Besides using Google Classroom sometimes they also use WhatsApp for sharing some information. Not only using WhatsApp but they also use Google form to create practice questions that are used as post-test after the learning process. As for zoom meetings, they only use it once a month.

## **2. Teachers' problems in using Google classroom and video learning material during learning process.**

In this study, to analyze the problems in implementing Google Classroom and Video Learning material, this finding is found through studying the document and interviewing the participants about the difficulties that they faced when using both Google classroom and video. Generally, the participants responded that they had some problems in implementing it which related to the lack of facilities and limited interaction between students and teacher.

### **a. Lack of facilities**

One of the difficulties faced by the teachers that there are still students who lack the facilities to support online learning such as mobile phones. EA teacher explained that some students in the eighth grade still using mobile phones belonging to their parents who have always taken the time to work outside the home. So that the students can not follow the lesson at the appointed time.

Her interview's answer as follows:

*“Ada juga beberapa siswa yang tidak mengikuti pembelajaran karena tidak memiliki hp sendiri tetapi menggunakan hp orang tuanya, jadi hanya bisa menggunakan hp saat orang tuannya di rumah.”*

b. Lack of interaction

Another problem faced by teachers is that learning becomes less interactive. Teachers and students become less communicative in the implementation of the learning process. Not many students ask questions during online learning unlike during offline learning. This problem is perceived by teacher EA and teacher MU during the learning process. Teacher MU mentioned that although there is a chat feature or personal comment in Google Classroom, it is very rare for students to use it. She said:

*“...Interaksi antara guru dan siswa kurang intens atau kurang leluasa untuk berkomunikasi meskipun ada feature chat tapi kurang tertarik untuk menggunakannya karena rasanya berbeda dengan berkomunikasi secara langsung sebagaimana pembelajaran luring dikelas.”*

Teacher EA also expressed the same opinion about the lack of interaction in learning. She said:

*“Kendalanya, siswa kurang aktif dalam pembelajaran tidak seperti pembelajaran luring.”*

c. Teacher ability in using technology

Participants in this study are actually able to use gadgets well including smartphones or computers, but they have not been able to operate these gadgets to support learning as well as to produce interesting

learning videos independently. They are not familiar with the process of making a video that consists of many stages.

### **3. Teachers' Strategies to Overcome the Problems**

It has found that the participants faced some problems during implementing Google Classroom and video learning material such as lack of facilities and the limitation of student and teacher interaction. Then, to overcome those problems the participants had done applied some strategies as follow:

#### **a. Lack of facilities**

One of the things done by the teachers in overcoming the problem of lack of facilities is to try to contact the guardians of students about the learning hours left by their children so that students can still study the material they missed. In addition, the teacher also allows students who cannot take online learning to come to school to receive an explanation of the material directly on the condition that they adhere to health protocols.

#### **b. Lack of interaction**

Teachers have tried to overcome the problem of this lack of interaction by persuading students to ask questions or express their difficulties regarding material that may be unclear or difficult to understand.

In addition, the teacher also allows students to ask questions via personal chat via WhatsApp if they don't feel confident about commenting in class groups.

c. Teacher ability in using technology

The teacher makes another alternative to providing videos in learning, namely by looking for learning videos whose discussions are relevant to the teaching material from the internet or Youtube.

## **B. Discussion**

This section presents the discussion of the findings after getting the result of the research. The result is found by analyzing the data. After conducting the analysis, the researcher knows the teachers' perception toward the use of Google Classroom and Video learning material, the problems that they faced, and the strategies to overcome them. After that, it relates to the theory.

### **1. Teachers Perception of the use of Google classroom and video learning material in supporting students' grammar understanding.**

Based on the results of data analysis, the researcher found that participants had strong beliefs toward the use of Google Classroom and Video learning materials in supporting student's grammar understanding. Their views were classified in several aspects as follows:

a. Easiness of use

They agreed that Google Classroom is very simple and easy to be accessed both by teachers and students. Teachers can convey material in various forms of files easily and quickly and students can access the material provided at any time without feeling difficult and confused because every meeting that is held once a week has its own label or title of the material discussed so it is not mixed with other discussions and students do not need to scroll too long to find the desired material.

The usability of Google Classroom is that it is straightforward to apply. Whether students, teachers, parents, or directors can discover ways to use the device in a brief time period and, therefore, may be much more likely to apply it for sophistication discussion, content material management, and learning. In phrases of accessibility, it's far to be had to all customers. Not only students but also teachers can get the right of entry to the device for the usage of diverse gadgets with all forms of browsers, from everywhere and anytime. Besides, given that customers will now no longer have identical gadgets or equipment, it's far essential that the device is bendy sufficient for use with distinctive gadgets or equipment.<sup>65</sup>

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<sup>65</sup> Ahmad Azhari Yunus & Ahmad Syafi'i "Google Classroom as Learning Platform in Teaching Writing, *British*, Jurnal Bahasa dan Sastra Inggris, 2020, 9(1), p.59

This is commensurate with the ease of use of video in the learning process with the advantage that it can be played without limits of space and time. Videos allow students to get an explanation of material that they have not understood in an easier way.

In addition, Google Classroom is a learning platform, and videos that are supporting media in learning are very efficient. Through videos, the teacher does not need to explain the material repeatedly to students but students only need to re-watch the video. In addition to saving time, both of them do not consume a lot of internet quota/data packages so that they are not too burdensome for students and allow them to be able to access it.

b. Giving Positive impact

Both participants have a good opinion in terms of the positive impact on the utilization of Google Classroom and video learning in learning English, especially grammar. Videos present material explanations in a more creative and interesting way so that they can attract attention and encourage students' interest in learning.

In addition, Google Classroom supports students in developing independent learning. With its advantages, namely good document management, Google Classroom

is able to facilitate students to re-learn previous material and practice questions, and deepen their understanding of grammar rules. However, not all students experience this because learning independence is based on several influencing factors such as motivation in learning, self-efficacy, learner control, and readiness in online learning.<sup>66</sup> This positive impact was also found by Muhammad Luthfi Hidayat, Wibowo Heru Prasetyo, Jan Wantoro (2019) They stated that Google Classroom is identified and might increase students' motivation, spirit, and self-study in gaining knowledge of writing. It due to the fact Google classroom capabilities and the cut-off date allow a maximum of students to endure obligation and finish the task on time.<sup>67</sup>

c. The suitability to teach grammar

Google classroom and video learning materials are considered suitable to support the teaching and learning process of grammar. Both make it easier for teachers and students in the implementation of English learning, especially in grammar material, and even support to achieve learning goals but need to be accompanied by

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<sup>66</sup> Kadek E. Dwiyanti, I Putu, & Ni Putu, “*Online learning readiness of junior high school students in Denpasar*”, Indonesian journal of English Education, 2020, 7(2), p.174

<sup>67</sup> Muhammad Luthfi Hidayat, Wibowo Heru Prasetyo, Jan Wantoro, *Pre-service Student Teachers' Perception of Using Google Classroom in a Blended Course*, Humanities & Social Sciences Reviews, 2019, 7(2), p.367



other things such as additional explanations from teachers, applications, or other media to make it more optimal. This finding is in line with the results of the study by Adil & Mohammed. It was explained that video can help produce efficient learning outcomes because it can attract students' attention to language input. Students can understand new grammar rules better by watching videos rather than learning them in a conventional way.<sup>68</sup> Therefore, learning material videos containing an explanation of a teaching material play an important role in supporting students' understanding of grammar. This video acts as a teacher who explains the material in the classroom during conventional learning.

On the other hand, not all students are able to understand the material taught only through reading because each student has a different learning style. Based on the sensor aspect, it is divided into three types, namely visual learners, auditory learners, and kinesthetic learners.<sup>69</sup> Thus, teachers need to provide supporting

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<sup>68</sup>Pipi Deswita, Remiswal, & Muharmen Suari, “*Students’ Perceptions of The Use of Google Classroom to Support Independent Learning*,” Global Conferences Series: Social Sciences, Education and Humanities (GCSSEH), 2020, Volume 6, p.16

<sup>69</sup> Hawkar Akram Awla, *Learning Styles and Their Relation to Teaching Styles*, International Journal of Language and Linguistics, 2014, 2(3), p.242

media that can facilitate the implementation of the learning process.

Furthermore, as already mentioned, with various benefits such as making it easier to check and assess student assignments online and being able to monitor the progress of student work, making it easier to share and access teaching materials available in various forms including written documents, recordings or videos, and practice questions. Google Classroom is considered suitable for use in teaching grammar and can assist students to understand the teaching material.

However, in the research of Deswita, Officialwal, Muharmen Suari, there is a statement that some students think that Google classroom is not helpful at all in understanding the teaching material.<sup>70</sup> But based on the data analysis in this study the researcher found that the teacher had a positive perception of Google classroom which helped students understand the material, namely because of the summary of the material from the teacher and additional videos as a supplement in learning.

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<sup>70</sup> Pipi Deswitaa, Remiswala, & Muharmen Suaria, *Students' Perceptions of the Use of Google Classroom to Support Independent Learning*, GlobalConferences Series:Social Sciences, Education and Humanities (GCSSSEH), 2020, Volume 6, p.17

- d. Other applications used by the teacher in the learning process

In the teaching and learning process, besides using Google Classroom and Video learning materials, teachers use other additional applications that can support the learning process such as WhatsApp, Google forms, and zoom.

WhatsApp is used by the teacher to share some important information. According to Nur, Sitti, & Indah (2020), WhatsApp application is an alternative tool or media which is used for communication. Nowadays, this media is widely used by students and teachers to conduct learning process WhatsApp application provides a group chat feature which makes the user easier to do a discussion or share information through groups. Moreover, the WhatsApp application is suitable to be applied in the education field, since it is helpful to share news, exchange ideas, and discuss various informations.<sup>71</sup>

On the other hand, Google form is used to help teacher easier in creating exercises. It is asserted by Sivakumar (2019), Google Forms is a web-based application used to create forms for data collection

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<sup>71</sup> Nur Wahyuni, Sitti Nur, & Indah Miftah, *The Students' Perception Toward Using WhatsApp in Learning Reading*, International Conference on English Language Education (ICONELE), 2020, p. 317

purposes and teachers can use Google Forms can be used for surveys, quizzes, or event registration sheets. It makes it teachers easier to provide tests for their students. The tasks can be corrected directly before fifteen minutes. The test is able to be created into several forms including the rubric, multiple choices, short answers, or other options. Moreover, the teacher does not need to assess the question because it is done automatically by Google. Students also can find out the results of the assessment and know the explanation of the correct answer in hints.<sup>72</sup>

Meanwhile, another application that is used by the teacher is zoom Cloud meeting. A Zoom is a great tool for teaching English as a second language. This virtual application is intriguing since it has a number of features that enable users to effortlessly send, communicate, speak, write, and share a variety of items in the chat room. Then there are the fascinating emoticons that Zoom has to convey the users' feelings in chat. It usually uses for a webinar.<sup>73</sup> However, the teachers only use it once a month due to it spends much cost.

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<sup>72</sup> Sivakumar, R., “*Google Forms in Education*,” Journal of Contemporary Education Research and Innovations, 2019, 9(1), p. 37

<sup>73</sup> Melati & hazairin, *The Use of Zoom Cloud Meeting as an Innovative English Learning Media*, International Conference on The Teaching of English and Literature, 2020, 1(1), p. 254

## **2. Teachers' problems in using Google classroom and video learning material during the learning process**

In implementing Google classroom and video learning materials during learning, the teacher encountered several obstacles. The biggest obstacle is the lack of facilities such as students who do not have their own cell phones but still use the cell phones of their parents or siblings so it is not certain that they can always follow the lesson.

Another problem is that learning becomes less interactive. Communication between teachers and students is reduced and not many students want to ask questions through the chat feature in Google classroom. This problem is in contrast with the result from Kaukab & Nayab (2018) which states that Google Classroom is able to help in enhancing the interaction and communication between student and teacher.<sup>74</sup> This happens, one of which is because of the difference in the level of its users. In their study, the practice of using Google classroom was carried out at the higher education level where the users had more experience, while in this study, it was studied in the realm of junior high school, of course, it was very different. Another reason is

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<sup>74</sup> Kaukab Abid Azhar & Nayab Iqbal, *Effectiveness of Google Classroom: Teacher Perceptions*, Prizren Social Science Journal, 2018, 2(2), p.64

that students are not familiar with online learning which becomes a new thing for them.

In addition, there are other problems related to technology, namely that participants do not master the use of technology to produce creative and interesting learning videos independently to be used in the teaching and learning process. They are not familiar with video creation applications and lack information on how to produce videos such as drafting video concepts, adding text, editing videos, and so on.

### **3. Teacher strategies to overcome the problems**

To overcome the problems related to the lack of facilities, the teacher will contact the student's parents to inform the material left by the student so that the student continues to study it independently. In addition, students who cannot take online learning are also allowed to come to school to get a direct explanation from the teacher while still complying with the health protocol. Another strategy is that the teacher also tries to create an interactive learning atmosphere by persuading students to actively ask questions or share their difficulties both in groups and through private chats. In terms of providing learning videos, teachers still provide videos for students that they get from YouTube or other sources. However, the teacher still needs to attend various training or workshop on video production because

mastering technology becomes an urgent necessity for teachers. In addition, Imam Zarnuji stated that possessing knowledge that fits one's circumstances or necessities is the greatest knowledge.<sup>75</sup>

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<sup>75</sup> Imam Az-Zarnuji, *Ta'lim al-Muta'allim*, (Semarang : Nurul Iman), hlm.4

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two sections that are conclusion and suggestion.

#### **A. Conclusion**

Based on the finding and discussion that explains about teachers' perception toward the use of Google Classroom and video learning material, then the researcher could draw the conclusion that teachers have positive perception toward the use of Google Classroom and video learning material. They argue that Google classroom as an online learning platform is simple, efficient, and helpful to support students in learning grammar as well as video learning material. They also considered that the use of Google classroom and video learning has a positive impact on students such as increasing students' interest in learning and encouraging students to learn independently. Moreover, they agreed that Google classroom which has the advantages of good administrative management such as storing documents and assignments for a long time, and video learning materials that present grammar explanations in a creative and fun way are able to help students and teachers in reaching learning objectives but need to be balanced with the appropriate strategy.

In terms of implementing the Google classroom and video learning material during the learning process, the teacher found



some problems such as students who could not attend the lesson because the facilities were inadequate to overcome this problem, the teacher contacted the student's parents and allowed the students coming to school. Another problem is that the interaction between teachers and students is decreasing. In dealing with this problem, the teacher has tried to persuade students to actively ask questions or convey their difficulties through personal chat. In addition, the teacher still provide video learning material although they are not be able to make it independently.

## **B. Suggestion**

Based on the conclusion above the researcher would try to give some suggestion that hopefully, it can be beneficial for teachers, students, and further researchers:

### **1. For Teacher**

As someone who plays an important role in the implementation of the learning process, teachers are suggested to be more creative and innovative in using Google Classroom as an online learning platform to realize more interactive learning. Besides adding videos, teachers can also provide quizzes or rewards and punishments, or other strategies that are appropriate to be used in online learning so that students are more motivated and more active in participating in online learning.

2. For students

During this online learning that is on gadgets as the main tool, students should be able to take advantage of opportunities as well as possible through their gadgets to obtain material independently from many sources, not only depending on what the teacher gives. Thus students can expand their knowledge of English including grammar and also improve their English language skills.

3. For further research

The researcher hopes that this study can be a reference for other researchers to conduct the same topic. The researcher also suggests for the future researcher to conduct the study relating to the students point of view to gain more objective and comprehensive result.

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# APPENDIXES

## Appendix 1

### (Surat Izin Riset)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor: B-1142/Un.10.3/PG.00/05/2021

1 Mei 2021

Lamp: -

Hal : Mohon Izin Riset

a.n : Ari Pirani

NIM : 1703046061

Yth.

Bapak Kepala Sekolah  
di SMPN 28 Semarang

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Ari Pirani

NIM : 1703046061

Alamat : Ds Dukuh Tengah, Kec. Ketanggungan, Kab. Brebes

Judul Skripsi : Teachers' Perception Toward The Use of Google Classroom and  
Video Learning Material in Supporting Students' Grammar  
Understanding

Pembimbing : Nadiyah Ma'mun, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas mulai tanggal 7 Mei 2021 sampai dengan tanggal 30 Mei 2021.

Demikian atas perhatian dan terimakasihnya permohonan ini disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Dr. Mahfud Junaidi, M.Ag.

NIP. 19690320199803 1 004

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## Appendix 2

### (Surat Keterangan Riset)



**PEMERINTAH KOTA SEMARANG  
DINAS PENDIDIKAN  
SMP NEGERI 28 SEMARANG**

Alamat : Jalan Kyai Gilang, Mangkang Kulon, Tugu, Semarang  
Telepon/Faximile. 024 - 8660680 (TU/Ummum), 024-8666023 (KS)  
email : [sekretariatsmpn28smg@gmail.com](mailto:sekretariatsmpn28smg@gmail.com) ig : @smp28semarang

**SURAT KETERANGAN**

**Nomor : B/175/072/VI/2021**

Yang bertanda tangan di bawah ini :

Nama : Miftahudin, S.Pd., M.Si.  
NIP : 198005242008011008  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 28 Semarang

Menerangkan dengan sesungguhnya bahwa :

Nama : Ari Pirani  
NIM : 1703046061  
Asal Perguruan Tinggi: UIN Walisongo Semarang  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : FITK

Telah melaksanakan penelitian di SMP Negeri 28 Semarang mulai 7 Mei 2021 sampai dengan 30 Mei 2021 untuk memperoleh data guna penyelesaian Skripsi dengan judul *"Teachers Perception Toward The Use Of Google Classroom And Video Learning Material In Supporting Students Grammar Understanding"*.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Semarang, 18 Juni 2021  
Kepala Sekolah,  
  
Miftahudin, S.Pd., M.Si.



## **Appendix 3**

### **Interview transcription**

#### **Interview 1 with teacher Murni Untari, S.Pd**

*Friday, May 21<sup>st</sup> 2021*

R :Assalamu'alaikum, ibu. Bagaimana kabarnya?

T :Wa'alaikumslam. Alhamdulillah, sehat.

R :Terima kasih banyak, bu sudah mau meluangkan waktunya.

T : Iya, mbak sama-sama

R :Baik, langsung saja ya,bu

T : Iya silahkan, mbak.

R : Apakah ibu pernah menggunakan aplikasi atau platform online selama mengajar bahasa inggris?

T :Belum pernah, mbak. Baru saat pembelajaran online ini.

R :Sejak kapan ibu mulai menggunakan Google Classroom dan video learning material?

T :Saya menggunakan Google classroom mulai semester dua di masa pandemi ini tapi kalau video learning materialnya sudah lama digunakan saat awal adanya pembelajaran jarak jauh. Hanya saja waktu itu platform pembelajarannya menggunakan whatsapp group.

R :Kenapa ibu lebih memilih menggunakan Google Classroom dan video learning material?

T :Saya menggunakan Google classroom karena anjuran dari pemerintah untuk menggunakan platform pembelajaran yang resmi. Selain itu Google classroom itu dapat menyimpan materi yang diajarkan lebih lama, sehingga siswa bisa membukanya kapan saja. Saya juga menambahkan video karena bagi saya video membantu guru dalam memperjelas materi video. Terkadang siswa tidak cukup jika hanya membaca saja terlebih anak SMP, menurut saya masih perlu bimbingan dari gurunya, seperti melihat bagaimana cara mengucapkan suatu kata secara langsung, jadi lewat video ini anak-anak tahu bagaimana cara mengucapkan kata yang menjadi contoh sebuah kalimat.

R :Bagaimana cara ibu menerapkan keduanya baik Google classroom dan video learning material dalam pembelajaran?

T :Awalnya saya melakukan kegiatan pembukaan melalui whatsapp group, seperti menyapa murid-murid dan mengingatkan mereka untuk berdoa. Setelah itu saya arahkan untuk membuka google classroom, menginstruksikan mereka untuk membaca dan memahami materi yang sudah diunggah dalam bentuk dokumen dan juga video pembelajarannya. Saya juga memberikan post tes dalam bentuk google form.

R :Berarti masih menggunakan whatsapp juga ya, bu?

- T :Iya, tapi tidak sering seperti semester kemarin.
- R :Selain whatsApp, apakah ibu menggunakan aplikasi lain lagi ?
- T :Iya, ada. Saya menggunakan Google form kadang juga zoom.
- R :Lalu, ada kesulitan apa saja bu ketika menggunakan google classroom dan video learning material dalam pembelajaran?
- T : Kesulitannya interaksi antara guru dan siswa kurang intens atau kurang leluasa untuk berkomunikasi meskipun ada feature chat tapi kurang tertarik untuk menggunakannya karena rasanya berbeda dengan berkomunikasi secara langsung sebagaimana pembelajaran luring dikelas.
- R : Kalau siswa yang bertanya, banyak tidak bu?
- T :Jarang, mbak. Kalau dikelas offline biasanya siswa langsung tanya.
- R :Lalu, bagaimana cara ibu mengatasi hal tersebut?
- T :Saya memperbolehkan anak-anak untuk menanyakan secara pribadi jika mungkin mereka malu untuk bertanya di grup.
- R : Baik,bu. Selanjutnya, menurut ibu, apakah Google classroom dan video learning material membantu siswa dalam memahami grammar?

T :Menurut saya Google classroom itu sangat membantu karena mudah digunakan dan kelebihan lain yang dimilikinya seperti materi yang diajarkan tidak akan hilang seperti whatsapp misalnya sudah keluar kelas, siswa tetap bisa melihat materi yang sudah diajarkan sebelumnya. Mereka tidak perlu scroll terlalu lama. Jadi, siswa bisa mempelajari ulang materinya. Begitu juga dengan video penjelasan materi, siswa bisa memutarinya berulang-ulang agar semakin paham dengan materinya.

R : Berarti video juga penting ya, bu dalam pembelajaran?

T : Iya, video itu seperti guru yang menjelaskan materi.

R : Jadi menurut ibu apakah Google classroom dan video learning material cocok untuk digunakan dalam mengajar bahasa inggris khususnya grammar?

T : Google Classroom dan video learning material untuk mengajar grammar, ya cocok saja Akan tetapi agar lebih efektif guru tetap perlu memberikan penjelasan pada beberapa hal yang masih belum dipahami atau dirasa sulit oleh siswa.

R :Baik, bu terima kasih banyak atas waktunya, moohn maaf sudah mengganggu. Wassalamu'alaikum.

T :Iya, mbak tidak apa-apa.Wa'alaikumsalam.

## **Interview 2 with teacher Evi Ana, S.Pd**

*Monday, May 24<sup>th</sup> 2021*

R :Assalamu'alaikum, Ibu. Bagaimana kabarnya?

T :Wa'alaikumsalam. Alhamdulillah, baik.

R :Terima kasih sudah mau meluangkan waktunya untuk wawancara. Baik, langsung saja ya, bu

T :Iya, mbak. Silahkan

R :Apakah ibu sering menggunakan aplikasi atau platform sebagai media dalam mengajar? Jika, ia apa saja jenisnya?

T :Belum pernah mbak. Baru kali ini semenjak pembelajaran jarak jauh.

R :Lalu, sejak kapan ibu menggunakan Google Classroom dan video learning material?

T :Sejak awal semester genap, mbak. Kalau semester sebelumnya menggunakan whatsapp saja.

R : Selain Google classroom dan video pembelajaran apakah ibu juga menggunakan aplikasi atau media lain?

T :Selain Google Classroom saya menggunakan Google form untuk pemberian post-test. Zoom juga tetapi penggunaanya tidak maksimal banyak kendalanya, mbak.

R :Kenapa lebih memilih menggunakan Google Classroom dan video learning material, bu?

T :Salah satunya karena adanya himbauan untuk menggunakan platform pembelajaran yang resmi maka dipilih google classroom. Selain itu, google classroom juga lebih hemat kuota jadi tidak terlalu membebani siswa. Kalau video kan menarik sehingga mudah dipahami siswa dan mereka tidak merasa jenuh ketika belajar terlebih jika hanya membaca materi dalam bentuk dokumen.

R :Bisakah ibu menceritakan bagaimana penerapan keduanya (google classroom dan video learning material) dalam pembelajaran?

T :Saya menyapa anak-anak (siswa) melalui whatsapp group kemudian mengarahkan untuk membuka google classroom. Menghimbau mereka untuk mempelajari materi yang sudah saya bagikan baik materi yang dalam bentuk dokumen atau ringkasan materi yang saya ketik langsung di halaman google classroom. Dan menghimbau mereka untuk menyimak video materi pembelajaran yang juga diupload dalam googleclassroom. Saya juga memberikan keterangan materi lewat voice note.Setelah itu saya juga memberikan post-test untuk mengecek pemahaman siswa berupa latihan-latihan soal seperti menyusun kalimat, menterjemahkan kalimat dsb. Soal-



soalnya ini terkadang saya ketik langsung di Google classroom terkadang lewat Google form.

R : Kira-kira problems apa saja yang dihadapi ketika menggunakan Google classroom dan video pembelajaran saat proses pembelajaran?

T :Kendalanya, siswa kurang aktif dalam pembelajaran tidak seperti pembelajaran luring. Ada juga beberapa siswa yang tidak mengikuti pembelajaran karena tidak memiliki hp sendiri tetapi menggunakan hp orang tuanya, jadi hanya bisa menggunakan hp saat orang tuannya di rumah.

R : Lalu, bagaimana cara ibu mengatasi masalah-masalah tersebut?

T :Saya selalu berusaha membujuk siswa untuk bertanya, dan menyampaikan kesulitan yang dirasakan melalui personal chat lewat WhatsApp karena mungkin mereka malu jika bertanya dalam grup. Untuk siswa yang tidak bisa hadir saat jam pembelajaran, saya akan menghubungi orang tuanya agar siswa bisa mengejar materi yang ditinggalkan. Siswa juga boleh ke sekolah langsung untuk diterangkan langsung oleh guru.

R : Berarti kalau tidak paham siswa boleh langsung ke sekolah ya, bu?

T : Iya tapi harus izin dulu dan tetap mematuhi protocol kesehatan.

R : Baik,bu. Selanjutnya, apakah Google classroom dan video learning material membantu siswa dalam memahami grammar?

T :Saya rasa dengan ringkasan materi yang saya buat, catatan-catatan penting yang saya bagikan dalam google classroom ini sangat membantu siswa dalam memahami materi yang diajarkan terlebih dengan adanya video penjelasan materi yang dapat diputar berulang-ulang jadi,menurut saya siswa semakin mudah dalam memahami materi yang diajarkan.

R :Berarti video learning material itu penting ya bu dalam pembelajaran?

T :Iya. Karena video kan menarik jadi ndak bosan.

R :Menurut ibu, apakah Google classroom dan video learning material cocok untuk digunakan dalam mengajar grammar?

T :Menurut saya penggunaan Google classroom dan video learning material cocok untuk mengajar grammar karena lebih bervariasi. Pembelajaran grammar menggunakan google classroom itu memudahkan siswa dalam menyimpan dan mengakses materi juga latihan-latihan soal. Saya sendiri merasa Google Classroom dan video learning material ini cukup bagus untuk memenuhi kebutuhan belajar online. Saya

bisa mengirimkan ringkasan materi tentang grammar lewat dokumen dan latihan soal dalam bentuk file atau google form, dan dengan menggunakan video siswa tidak bosan dalam mengikuti pembelajaran.

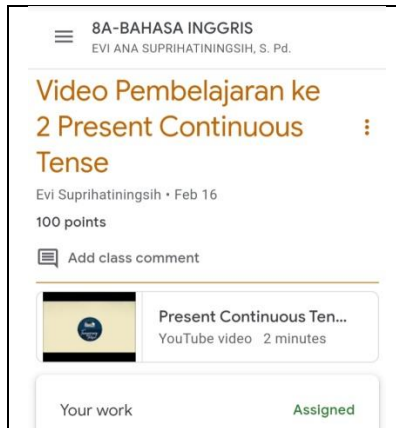
R :Baik, bu terima kasih banyak atas waktunya.  
Wassalamu'alaikum.

T :Iya, mbak. Sama-sama.wa'alaikumsalam

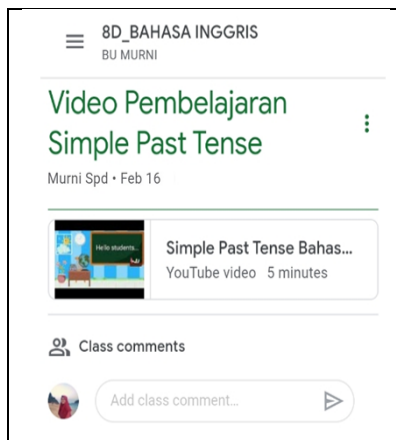
## Appendix 4

### Documentation

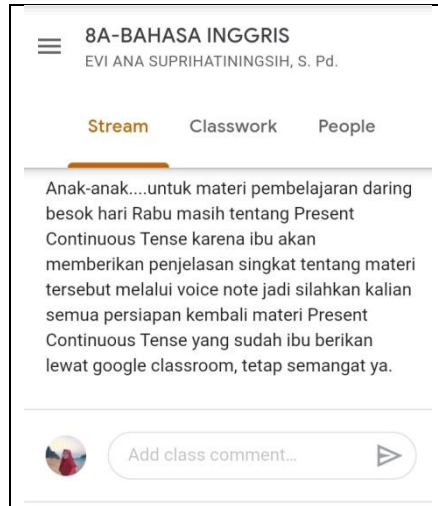
#### 1. Screen shoot of Video learning material in teacher Evi's classroom



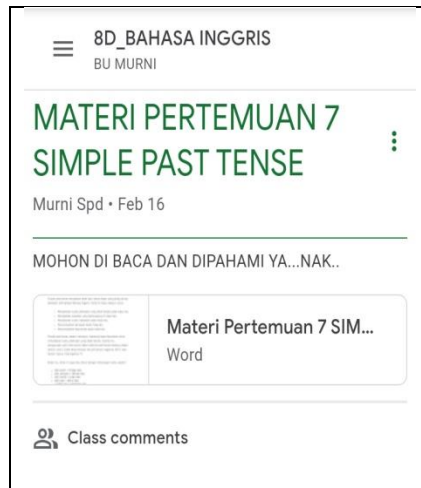
#### 2. Screen shoot of Video learning material in teacher Murni's classroom



### 3. Screen shoots of teacher Evi's virtual classroom



### 4. Screen shoot of teacher Murni's virtual classroom



## **Appendix 5**

### **School's Information**

#### **1. School profile**

SMPN 28 Semarang is one of state junior high schools in Semarang that was established in 1985. This junior high school which has the National Standard School (SSN) in Semarang is located on Jalan Kyai Gilang Utara, Mangkang Kulon village, Tugu district, Semarang City, central java. This school has adequate facilities that support students learning activities such as many comfortable classrooms, large fields, library, lab rooms and so on. In November, 9<sup>th</sup> 2010 this school got “A” accreditation rating with 95 score.

#### **2. Vision and Mission**

##### **a. Vision**

“Excellent in achievement, polite in environmentally friendly behavior based on Faith and Taqwa”

##### **b. Mission**

It has some mission to achieve its vision as follow:

- 1) Implementing quality, creative and innovative learning;
- 2) Implementing an effective, communicative and democratic guidance process
- 3) Optimizing professional academic and non-academic services;
- 4) Develop character values to form students with personality

- 5) Develop a healthy, dynamic school culture and care about environmental preservation
  - 6) Carry out integrated environmental care learning activities in each subject
3. Teachers and Students in SMPN 28 Semarang

The total teachers in SMPN 28 are 37 which consist of 16 male and 21 female teachers. The teachers' qualification of SMPN 28 Semarang is bachelor degree. Meanwhile the total students are about 755 students in academic year 2020/2021. It divided into 24 classes and three grades. The total male students are 376 and female students are 379.

4. School facilities

No	Types	Quantity
1.	Classroom	24
2.	Library	1
3.	Lab Room. Science Biology	1
4.	Lab Room. Science Physics	1
5.	Skill Room	1
6.	Art room	1
7.	Lab Room. Language	2
8.	Computer Lab Room	2
9.	UKS	1
10.	Greenhouse	1

## **CURRICULUM VITAE**

### **Personal Data**

Name : Ari Pirani  
Place of Birth : Brebes  
Date of Birth : August, 17<sup>th</sup> 1998  
Religion : Islam  
Gender : Female  
Civic : Indonesia  
Address : Ds. Dukuhtengah Kec. Ketanggungan kab. Brebes

### **Formal Education**

1. SDN Dukuhtengah 02
2. MTS Manba'ul Hikmah Cirebon
3. Perguruan Islam Matholi'ul Falah
4. English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang