

**THE IMPLEMENTATION OF GOOGLE WORKSPACE  
AS A LEARNING PLATFORM FOR TEACHING EFL  
AT SMA NEGERI 1 MAOS, CILACAP REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.)  
Degree**

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AS A LEARNING PLATFORM FOR TEACHING EFL  
AT SMA NEGERI 1 MAOS, CILACAP REGENCY**

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## MOTTO

*“Let it hurt and then let it go”*

*“Teruslah bergerak, hingga kelelahan itu lelah mengikutimu*

*Teruslah berlari, hingga kebosanan itu bosan menjejarmu*

*Teruslah berjalan, hingga keletihan itu letih bersamamu*

*Teruslah bertahan, hingga kefuturan itu futur menyertaimu*

*Teruslah berjaga, hingga kelesuan itu lesu menemanimu”*

*KH. Rahmat Abdullah*



## **DEDICATION**

*I dedicate this thesis to:*

*Me, who always keeps on dealing with all these difficult situations*

*My precious mom, Warni*

*My great dad, Kuat Supriadi*

*My dear sister, Dyah Monika Ismawanti*





## ACKNOWLEDGEMENT

Alhamdulillah, praise and thank to Allah SWT, who has given blessings, guidance, loves, and guidance to finish this thesis entitled **The Implementation of Google Workspace as a Learning Platform for Teaching EFL at SMA Negeri 1 Maos, Cilacap Regency**. Peace and salutation be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

This thesis is presented as a partial fulfillment of the requirement for achieving a undergraduate degree of English Education Study Program, Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Deep gratitude and appreciation are expressed to the honorable:

1. Prof. Dr. H. Fauzi M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Suparjo, M. A., as the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M. Ag., as the II Deputy Dean of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
4. Prof. Dr. H. Subur, M. Ag., As the III Deputy Dean of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., as the Head of Education Department in Faculty of Tarbiya and Teacher Training of UIN Prof. K. H. Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma'rufah, M. Pd., as the Coordinator of the English Education of the Faculty of Tarbiya and Teacher Training of UIN Prof. K.H Saifuddin Zuhri Purwokerto and as my thesis supervisor who has given all her time, guidance, and knowledge in completing this thesis.
7. Prof. Dr. H. Munjin, M.Pd.I., as the academic advisor of TBI B 2019 who has always been reliable, giving guidance in constructing idea for the thesis.
8. All lecturers of Faculty of Tarbiya and Teacher Training of UIN Prof. K.H.

Saifuddin Zuhri Purwokerto, especially lecturers of English Education Study Program, who have shared all their precious knowledge and inspiration.

9. All of staffs and officials of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
10. Mrs. Ipang Suhartini, S. Pd. as the English teacher who has been pleased me and supported me in completing my research data.
11. My beloved parents, Warni and Kuat Supriadi who always provide love in my life. Thank you for all your prayers, support, and strength. Thank you so much for everything. I love you both.
12. My dear sister, Dyah Monika Ismawanti, S.Kom., who always there for me with all her support. Thank you for being the best friend in my life. I love you.
13. My best friend, Henti Lutfiah, who always listens to my complaints. Thank you for all your attention, time, and support. Happy to be friends. I wish you all the best.
14. My lovely friends, Aghisna Daroina, Wahyu Guntara, Miflicha Uliyanti Pebriani, Harnes Septy Andini, Syifa Nahdiyatul Uyun, Allifna Fi Hablillah, and Kukuh Waseso Wisnu Saputro. I'm glad to know you guys.
15. All my friends from TBI B 2019, who have shared the 4 years of memories.
16. All people whom I cannot mention one by one for sincerely help me in finishing this thesis.
17. Last but not least, I want to thank myself, Amalia Aulianisa, for doing all this hard work. Thank you for fighting and getting this far. This is the very first page not where the storyline ends. Enjoy continue the next real life.

There is no sentence that is more appropriate than the deepest thanks for all help, support, and suggestions. Only Allah can reply with better replies. Hopefully this thesis can be useful for the writer and all readers.

Purwokerto, December 28, 2023



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# THE IMPLEMENTATION OF GOOGLE WORKSPACE AS A LEARNING PLATFORM FOR TEACHING EFL AT SMA NEGERI 1 MAOS, CILACAP REGENCY

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## ABSTRACT

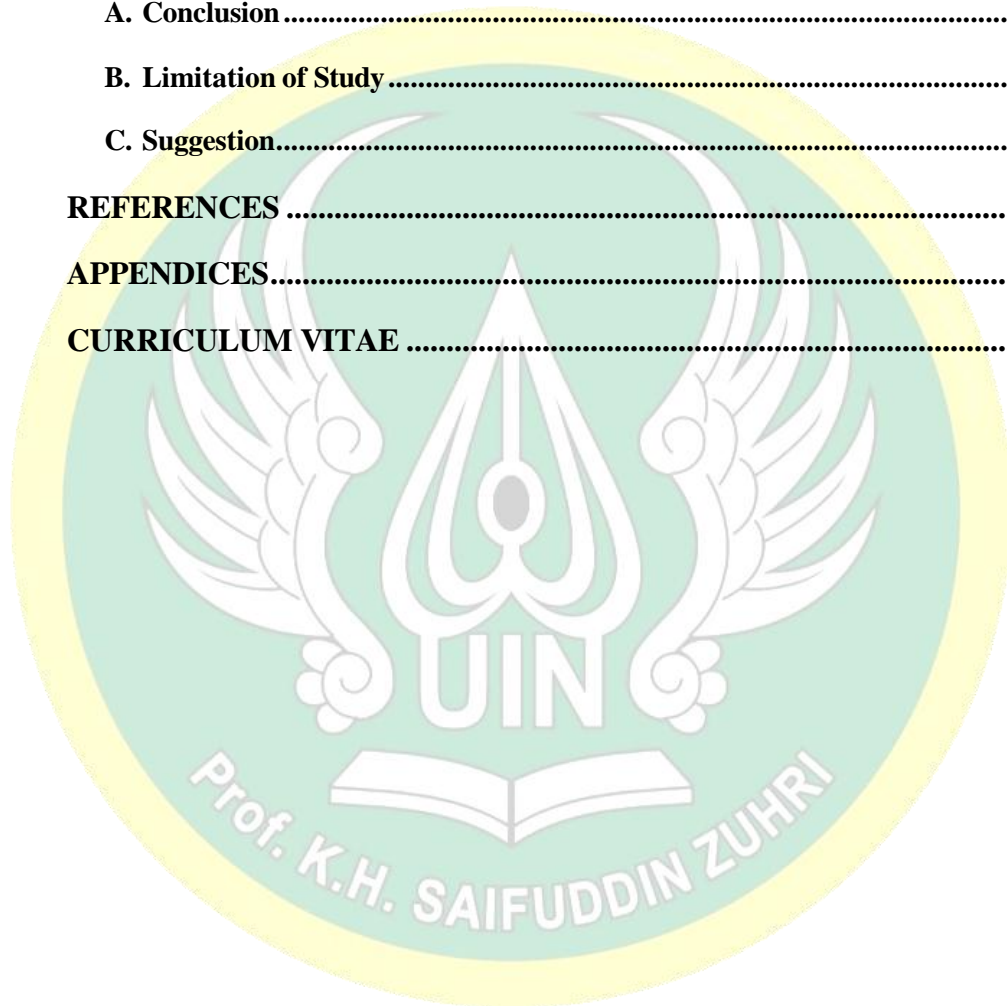
Currently, the use of Google Workspace for Education as a Learning Management System has been implemented for learning media in Teaching English as a Foreign Language. The aim of this research is to describe the use of Google Workspace as media for English class. This qualitative descriptive study collects data through classroom observation, interview, and documentation. The subject of this research was an English teacher at SMA Negeri 1 Maos. Google Workspace for Education was used in three stages: Planning, teacher was accessed the applications for writing class through belajar.id account; Implementing, Google Classroom, Google Docs, Google Slides were used as media for teaching writing procedure and descriptive text; Evaluating, Google Forms was used as final semester assessment media. Moreover, there are several advantages, such as ease of collaboration and communication, accessibility and flexibility, efficient classroom management, integration of task management, and increasing teacher productivity. On the other hand, this implementation has several weaknesses, such as a lack of supporting tools, dependence on an internet connection, the need for user training, and the need for more time for application in all classes. However, even so, this is not an obstacle for teachers to use Google Workspace for Education.

**Keywords:** *Google Workspace for Education, Learning Management System, Teaching English as a Foreign Language*

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In the 21st century, the world is currently developing and changing rapidly. The era of globalization is marked by the rapid development of science and technology. Apparently this rapid technological development also has an impact on the field of education. As said by Howell (2012), digital pedagogy is determined by teachers' aptitude and attitude toward technology as well as their willingness to use it effectively in the classroom and their comprehension of its proper use. According to Rusydiyah, et.al (2020), digital literacy skills involve using, interpreting, accessing, managing, gathering, and analyzing data on ICT-based.

As it is today, even technology and internet have facilitated the teaching and learning process where teachers can take advantage of this. The old way of teaching should need to be replaced with a new style that utilizes internet facilities. As Chamberlain in Neumann (2014), maintains, "Education is evolving due to the impact of the Internet. We cannot teach our students in the same manner in which we were taught. Change is necessary to engage students". However, in reality, most teachers and education staff have not fully prepared themselves to anticipate this. Howell (2012), said that most teachers tend to be self-taught and have limited technology skills. The type of technology they use may not support their teaching needs or may not even be as up-to-date as students. For this reason, digital literacy is an important note for teachers. Even the most ICT-literate teachers need to update their knowledge about the latest trends and technologies.

Due to the development of Information and Communication Technology (ICT) in the increasingly sophisticated digital era, technology has become the main medium for learning English. Technology provides various platforms such as Learning Management Systems (LMS) in the field of education. Jaya (2019) said that LMS has positive perceptions from students.

One of those platform that can be used to support the teaching and learning process is Google Workspace for Education. Marlina (2021), indicate that Google Classroom applications, Google Forms, Google Sheets, Google Meet, Google Docs, Google Calendars, Google Drive, Jamboard, Google Slides and Google Photos used for learning processes. According to Rahayu (2021), Google Workspace for Education is able to increase students' understanding of the material being taught thereby increasing student learning outcomes during learning.

In line with the preliminary research that has been done, Google Workspace for Education is used in face-to-face English learning at SMA Negeri 1 Maos. Previously, it was considered quite helpful when online for distance learning during the Covid-19 pandemic. English learning series starting from opening and delivering material to assessing or evaluating student learning outcomes by implementing features such as Google Classroom, Google Docs, Google Slides, and Google Form in the classroom. Besides that, students face obstacles in implementing these applications such as problem with the gadget, and internet connections. Based on the results of previous research and preliminary research that has been done, the use of an internet-based interactive model and a Learning Management System (LMS) can also be implemented in learning.

Based on this phenomenon, the researcher interested to analyse how the implementation of Google Workspace for Education as a face-to-face learning platform in teaching English as a foreign language at SMA Negeri 1 Maos including its strengths and weaknesses. This schools is chosen because it is favorite school that starting to be aware of technology. Moreover, this school already used Google Workspace as the teaching and learning media for three years. Furthermore, there are several studies that already analyze about the use of Google Workspace for Education but focuse in pandemic era. Therefore, this study analyzes about **“The Implementation of Google Workspace as a Learning Platform for Teaching EFL at SMA Negeri 1 Maos, Cilacap Regency”**.

## B. Conceptual Definition

Determination of key terms is very important to provide guidelines for the research to be conducted so that it is easier to analyze and discuss the results. Related to this research, there are several key terms. Those are:

### 1. Teaching English as Foreign Language (TEFL)

TEFL is teaching English in which English is the second language. TEFL refers to teaching English to speakers of other languages or students whose first language is not English. Mitcheland Myles (2001) as cited in Fauzia (2022:4) said that second language learning is characterized by language accumulation and at any stage, indicating that second language acquisition occurs after mastering the first language. According to Jill and Charles (2008:7), modern English language teaching (ELT) is based on developments in second language learning research and practice, which offer certain guiding principles as an approach to teaching rather than a standard method to follow. To sum up, TEFL certainly requires maximum effort in the teaching and learning process. For this reason, the process of selecting learning media is basically a very crucial thing.

### 2. G-Workspace in EFL Classroom

Learning in the 5.0 era requires all components of education to utilize existing digital media. Saepudin (2014:5) stated that the development of science, including in the field of education, has given rise to various kinds of language learning methods such as Information Communication and Technology (ICT) based learning. Google Workspace, formerly known as Google Suit, has been developed to have features that support the education system, namely Google for Education. Google Workspace for Education is an LMS (Learning Management System) application that is very user-friendly for both teachers and students. Google Workspace is a service innovation provided by Google that can be utilized in the learning process. In addition, Irvan, et al (2021) also concluded that the platform on Google Workspace for Education is very useful for teachers in ICT learning according to the



2013 curriculum. Existing features such as Google Classroom, Google Slides, Google Forms, and others besides facilitating distance learning can also be implemented in in-class learning. To conclude, Google Workspace for Education is an internet-based learning system platform that has many applications that can facilitate the learning process both online and face-to-face.

### **C. Research Question**

Based on the background above, the question of this research are:

1. How is the implementation of Google Workspace for Education in TEFL of 10<sup>th</sup> grade at SMA Negeri 1 Maos?
2. What are the strengths and the weaknesses of using the Google Workspace for Education platform in TEFL of 10<sup>th</sup> grade at SMA Negeri 1 Maos?

### **D. Objective and Significances of the Research**

#### 1. Objective of the Research

Based on the research questions, the objectives of this study is to analyze, especially:

- a. To describe how teacher implements the use of Google Workspace for Education in (TEFL) of 10<sup>th</sup> grade at SMA Negeri 1 Maos.
- b. To describe the strengths and the weaknesses of using the Google Workspace for Education in (TEFL) of 10<sup>th</sup> grade at SMA Negeri 1 Maos.

#### 2. Significances of the Research

The significances of the research would be useful for:

- a. Theoretically

This research is expected to provide information about Google Workspace for Education features and their implementation as media in learning English in the classroom.



b. Practical Significances

1) For Teachers

This study can inspire teachers at SMA Negeri 1 Maos and other schools to become more familiar with and open to ICT, especially knowing how Google Workspace for Education is implemented in class.

2) For Additional Researchers

This research provides knowledge about Google Workspace for Education that can be used as a reference in further research.

**E. Structure of the Research**

This outline structure makes for a systematic research. The systematic discussion of this research is explained as follows:

CHAPTER I explains the introduction which contain of background of the research, conceptual definition, research question, the objectives and significances of the research, and the outline of this research.

CHAPTER II clarifies the literature review which includes relevant theoretical studies and the results of previous research.

CHAPTER III presents the research methods which include research design, data sources, technique of data collections, and technique of data analysis.

CHAPTER IV is finding and discussion contains reports on research results related to data presentation and analysis of the implementation of Google Workspace for Education in English language teaching classroom at 10th grade of SMA Negeri 1 Maos including its strength and weakness.

CHAPTER V explains the conclusion, suggestion, and limitation of the research based on the result of the research. In this chapter, the researcher concludes and gives some advice related to the study.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Literature Review

##### 1. Teaching English as a Foreign Language (TEFL)

###### a. The Definition of TEFL

English is becoming an important issue in countries where it is not their first language. Second language learners don't speak English in real life so they have a hard time. A foreign language is a language that is acquired and spoken by someone after the first and second languages. According to Patel & Jain (2008), the term of foreign language can be defined as the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.

Teaching English as a Foreign Language is teaching English where English is a second language. Rohmah (2013: 9) states that the term TEFL refers to the practice of teaching English to speakers of other languages or students who do not use English as their first language. Patel & Jain (2008) said that "English should be taught as language not as literature because on this stage students do not understand the literary sense of English. At this stage language development should be objectives".

###### b. The Principal of TEFL

Teaching English as a Foreign Language must be carried out by teachers who are professional and competent. Based on UUGD No. 14 (2005), teachers are professional educators who have the main duties to educate, teach, supervise, train, assess, and evaluate students. TEFL must meet the required competencies. According to Allen 1980 in Brown (2001), competencies required of English as a Foreign Language (EFL) teachers are:

1) Teaching knowledge

This competency is the teacher's understanding of the linguistics of the English language system (phonology, grammar, and discourse), understanding of the principles of teaching and learning, proficiency in the four English skills, and knowing through experience what it is like to learn a foreign language.

2) Pedagogical skills

It means that the teacher has a well in understanding of various approaches and skills using various language learning techniques, understanding of students, ability to manage learning, and being able to analyze student needs.

3) Interpersonal skills

Is aware of cross-cultural differences and sensitivity to the diverse cultural traditions of students. Moreover, can have good communication skills, cooperates harmoniously and candidly with colleagues, and so on.

4) Personal skills

Personal competence means that teacher having good ability in self-management. Is well organized, conscientious in meeting commitment, dependable, and so on.

c. Four Skills in TEFL

Speaking, listening, reading, and writing abilities are notable and need to be considered by learners of English as a foreign language. Therefore, the basics of these four skills in English are commonly taught in TEFL classes. Reading and listening skills are receptive skills. The way people extract meaning, that is, from what they see or hear. Meanwhile, productive skills include writing and speaking skills. Several language production processes have to be gone through and construct a discourse that can be understood by listeners or readers so that communication is successful (Harmer, 2001).

## 1) Listening

According to Nation & Newton (2009), listening is learning through meaning-focused input where the learner's attention is on the ideas and messages conveyed by the language. Foreign language learners want to understand the meaning of the language so they are interested in the input. So, to get an understanding of the contents of the message, in EFL classes it would be nice for students to listen to what they are already familiar with. However, teaching listening must be integrated with other language skills. In line with Hinkel, (2006) teaching integrative listening is believed to be more efficient. Learners must understand discourse and linguistic skills such as pronunciation, grammatical constructions, cultural information, and expressions used in the sources they listen to.

## 2) Reading

Reading is an activity that is performed in order to obtain information and comprehend the written text. According to Hinkel (2006), reading skills are related to both top-down and bottom-up strategies for learning, just like listening skills are. He also considered that, it's important to teach both strategies to students after they have learned the basics of reading, so that they can read and understand the text. Harmer (2010) divides two kinds of reading based on their purpose:

### a) Intensive reading

Intensive reading is the study of the construction of texts that have a specific purpose for the reader. Intensive reading means reading to get every detail of the text. The reading material that students select from might come from any source.



b) Extensive reading

When people talk about extensive reading, they mean reading that students do often (but not always) outside of the classroom. That is, students are free to read wherever they like outside of class during reading time. Extensive reading concentrate in meaning and the progress of understanding the book that the reader chooses.

3) Writing

Writing is an important skill for students learning English as a foreign language, and it is a key component of many TEFL (Teaching English as a Foreign Language) curricula. Nunan (2003) states, "On the other hand, writing is the mental work of creating ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader". Harmer (2001) said that teaching writing can focus on writing products or on the writing process itself. If the concentration is on the product of writing, the end of the product will be an interest. Otherwise, taking a process approach to writing means paying attention to the various stages that any piece of writing goes through, such as pre- writing phases, editing, redrafting, and publishing.

4) Speaking

Speaking is an important skill that must be mastered by EFL learners. Speaking is used for the purpose of communication.

To be able to speak fluently in English, people need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. English speakers, especially as a second language, must be able to speak in various genres and different situations with various



conversational strategies (Harmer, 2010).

Brown (2001) argued that some techniques of teaching speaking are as follows:

a) Imitative

This technique focuses on some particular elements of language form. For example drilling, drilling is good for helping students form psychomotor patterns (loosening the tongue) for a certain time.

b) Intensive

This performance is intended to attempt some phonological or grammatical aspects of language.

c) Responsive

The example of this is a short reply to teacher or student-initiated question.

d) Transactional (dialogue)

The purpose of transactional dialogue is to convey or exchange specific information. The example is a conversation.

e) Interpersonal (dialogue)

The purpose of this performance is to maintain social relationships. This type of dialogue may convey aspects such as casual register, colloquial language, slang, ellipsis, sarcasm, etc.

f) Extensive (monologue)

A monologue can be planned or impromptu. Monologue can be in the form of oral reports, summaries, or short speeches.

It is important to know the basic terms in the field about TEFL so that it is easy to understand the teaching method (Fachrurazy, 2011). A foreign language English teacher must consider important things that form the basis of teaching, namely

the selection of learning media. Furthermore, EFL teachers utilize software or computer-mediated communication (CMC) as a real and meaningful communication tool. As a result, student autonomy can increase due to the resources of technology.

d. Methods in TEFL

Method is an overall plan for systematic presentation of language based upon a selected approach. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. According to Brown (2001), methods provide frameworks for organizing and delivering English language instruction. There are several methods commonly employed in TEFL:

1) Grammar Translation Method (GTM)

This traditional method focuses on the explicit teaching of grammar rules and translation between the target language and the learners' native language. Vocabulary and grammar are taught deductively through memorization and translation exercises.

2) Direct Method

The Direct Method emphasizes the use of the target language in the classroom. The teacher presents language through context, real-life objects, and visual aids, and learners are encouraged to respond in the target language. Grammar is taught inductively, and vocabulary is acquired through demonstration and direct experience.

3) Audio-Lingual Method

The Audio-Lingual Method places a strong emphasis on oral skills and focuses on the repetitive practice of language patterns and dialogues. Learners listen to and mimic model sentences, engaging in intensive drilling to develop accurate pronunciation and automatic responses.

#### 4) Total Physical Response (TPR)

TPR is a method that emphasizes the link between language and physical actions. The teacher provides commands in the target language, and learners respond by carrying out the corresponding actions. This method focuses on the development of listening comprehension and the production of spoken language.

#### 5) Communicative Language Teaching (CLT)

CLT is an approach that prioritizes communication and functional language use. Learners engage in authentic, meaningful tasks and activities that simulate real-life language use. The emphasis is on interactive communication, with learners using English to convey messages and achieve specific goals.

#### 6) Task-Based Language Teaching (TBLT)

TBLT centers on the completion of meaningful tasks as the basis for language learning. Learners engage in real-world tasks that require communication in English to achieve specific outcomes. Language emerges as a result of the task, and learners receive feedback and language input as needed.

#### 7) Content-Based Instruction (CBI)

CBI integrates language learning with the acquisition of subject matter content. English language instruction is embedded within meaningful content areas, such as science, history, or literature. Learners develop language skills while simultaneously acquiring knowledge in a particular subject.

#### 8) Silent Way

In the Silent Way, the teacher remains relatively silent while learners take an active role in their own learning process. Learners use physical objects and colored rods to discover and internalize language patterns and structures. The emphasis is on

learner autonomy and problem-solving.

## 2. Learning Management System (LMS)

### a. The Definition of LMS

Learning Management Systems (LMS) is a platform that aids online content delivery for learning purposes. Technically, LMS is web-based software used to facilitate the delivery of courses using online, face-to-face or blended methods, both in an academic setting or in the business world (Rottmann, et al, 2020). Furthermore, as stated by Ellis (2009), "*Learning Management System, the basic description is a software application that automates the administration, tracking, and reporting of training events*". That means, LMS is not only used to create learning materials but also to manage learning activities and their results online on a web- based basis. In essence, LMS is an application that automates and virtualizes the teaching and learning process electronically.

### b. Characteristic of LMS

For the purpose of facilitating learning, LMS is designed to be able to encourage integrated learning activities in which the student-centered approach regardless of the method (Rottmann, et.al, 2020). It was also stated by Laster, 2005; Mullinix & McCurry, 2003; Simpson & Payne, 1999, in Gautreau (2001), in addition, they said that the LMS provides access to increased accessibility, assessment and evaluation features, as well as improved course content management and administrative tasks. LMS has the scope of administration, material delivery, assessment, monitoring, and communication. It is supported by the features needed in the learning process so that it can optimally improve the quality of learning which is packed with multimedia.

Turnbull, et. Al (2020) mentioned that there are several features of LMS such as course management, assessment, learner



progress tracking, gradebook, communications, security, and smartphone access that support learning activities. Platforms and management systems in learning must be both communicative and informative media that are very helpful with all their features. In line with this, Shawar (2009) added that learning management system is composed mainly of authoring tool (informative) and activities tool (communicative). An authoring tool deals with content, including the publication of materials about educational knowledge such as: creating files, adding text, connecting to websites related to the course, and content management. Meanwhile, an activity tools relate to the creation of interactive media such as: discussion forums, quizzes, and submitting home works.

c. Advantages and Disadvantages of LMS in Learning

LMS provides a platform for students to access learning materials, online quizzes, etc., at a time and place that is convenient for them (Poulova, Simonova, & Manenova, 2015). In line with Walker et al (2016), added that LMS can be used as an on-premises or cloud-based system. It utilizes the advantages of the web's accessibility anytime and anywhere, transcending the confines of the physical classroom. By all means, the learning management system is created to help all learning processes to be effective and efficient. As Rottmann, et al (2020) said, LMS performs the following advantages:

- 1) Streamlines processes such as communication, centralizes content, improves tracking of student progress
- 2) 24/7 access to content for learners
- 3) Offers better academic outcomes through the integration of engagement and gamification
- 4) Flexibility for on-demand learning
- 5) Data collection concerning student learning
- 6) Multimedia content offerings
- 7) Integrated assessments of learning



Despite these benefits, the LMS also poses some challenges for its users. Khunaifi & Supriyadi (2022) said some individuals may experience technical issues with the system; thus, good technical support is essential for successful online learning. Based on Murad et al. in Rojabi (2021), students can face problems with internet access, large amounts of data, and difficulties in carrying out group assignments. Rojabi also said that learning at Schoology also creates negative perceptions. Some students argue that the learning system is complicated due to a lack of understanding regarding the use of the online system.

### 3. Google Workspace for Education

#### a. The Definition of G-Workspace for Education

Google Suite for Education, now Google Workspace for Education Fundamentals, is a suite of free, easy-to-use tools that can improve education. Google Workspace is one of the services that provides various features to make it easier for teachers to carry out online and blended learning (online and offline). According to Basori (2020), Google workspace consists of several features including Google Drive, Google Docs, Google Slides, Google Forms, Google Meet, Google Classroom, Google Calendar, Google Sheets, and Google Mail. Anggraini (2022), said that the use of features on Google Workspace can create digital-based learning activities to keep up with current developments in the 5.0 era. However, not all features in Google Workspace are used by teachers in the teaching and learning process.

Quoted from Google for Education, G-Workspace for Education provides benefits to: foster collaboration to create more meaningful learning, empower educators and increase productivity, create a secure foundation for digital learning, meet strict accessibility and compliance standards. Anggraini (2022), said that the use of features on Google Workspace can create digital-based learning

activities to keep up with current developments in the 5.0 era. Angraini (2022) also mentioned that by using Google Workspace it will be easier for teachers to store material files, questions as evaluations, and all learning documents so that they can be opened or accessed whenever and wherever they are. In addition, Irvan, et al (2021) also concluded that the platform on Google Workspace for Education is very useful for teachers in ICT learning according to the 2013 curriculum.

b. Features of G-Workspace for Education

As previously mentioned, Google workspace consists of several features including Google Drive, Google Docs, Google Slides, Google Forms, Google Meet, Google Classroom, Google Calendar, Google Sheets, and Google Mail. However, not all features in Google Workspace are used by teachers in the teaching and learning process. Applications that are commonly used are:

1) Google Classroom

Google Classroom is a flexible Learning Management System (LMS) platform. This application is commonly utilized to support traditional, blended, and online learning processes.

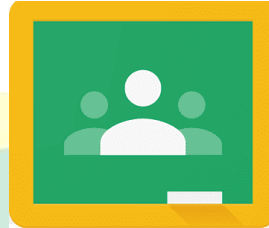
Google Classroom is a free web service created by Google for Schools that seeks to simplify creating, distributing, and grading assignments more easily and paperlessly. Google Classroom's main goals are to manage classes, save time, facilitate file sharing between teachers and students, and enhance student interactions.

Teachers can create classes, add students, and make assignments or announcements. Furthermore, the teacher can see who has completed their assignments, who are still working on them, as well as giving grades. As well as being able to directly provide feedback to students from the questions or comments they submit. According to Pradana, et al (2017), some of the functions and benefits of Google Classroom are; classes can be

set up easily, save time and paper, improved management, improved communication and feedback, it can be used with other applications, and safe & affordable.

### **Google Classroom's profile**

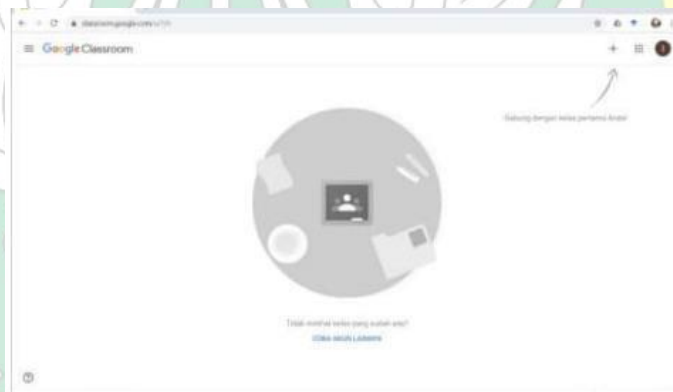
- a) Google Classroom logo



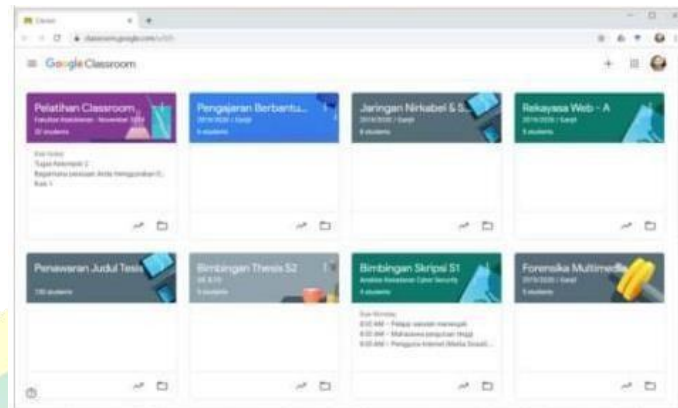
*Figure 2.1 Google Classroom Logo*

- b) Google Classroom's home screen

The Google Classroom application has a home screen page that displays the classes we have joined. On this page, we can add classes easily by entering the class code.



*Figure 2.2 Google Classroom's home screen*

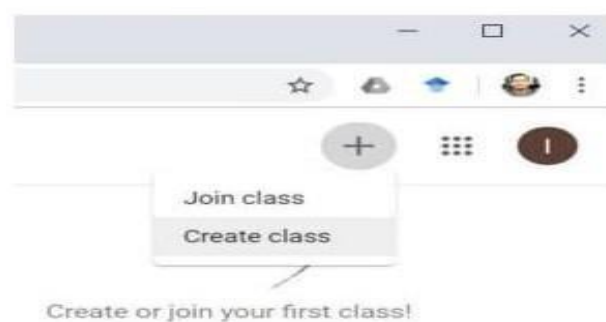


*Figure 2.3 Google Classroom's home screen with classes*

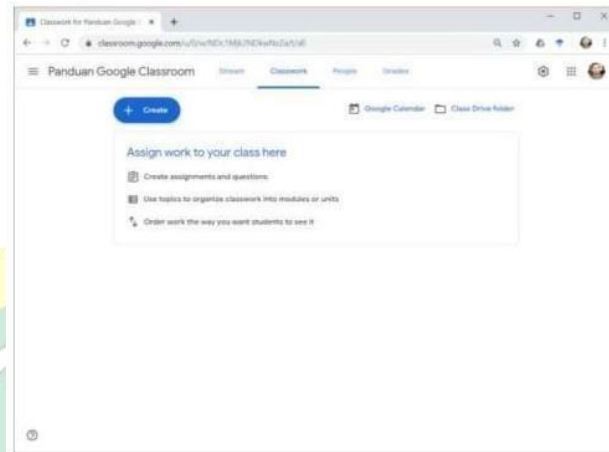
c) Google Classroom's features

Google Classroom has many features that can make the learning process easier, with lots of collaboration. This application has facilities such as teacher features, student features, and parent features.

Google Classroom has several functions that can be used by teachers. Teachers can create classes, give assignments, and carry out assessments. Apart from that, teachers can also add material from YouTube, surveys in Google Forms, and other documents in Google Drive, as well as conduct question-and-answer sessions with students. Teachers can collaborate by inviting guardians or parents to see a summary of students' academic achievements and possible assignments given by the teacher.



*Figure 2.4 New class creation menu*



*Figure 2.5 Classwork page display*



*Figure 2.6 Grade page display*

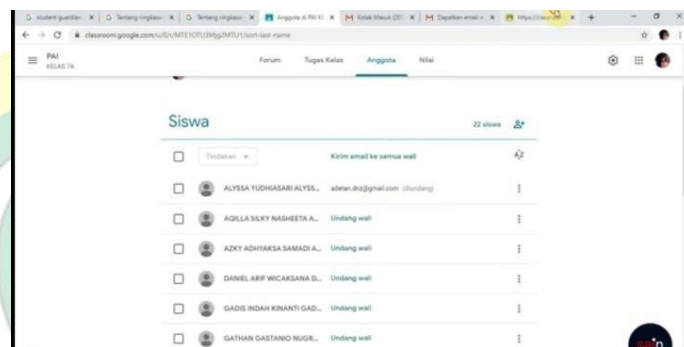
For students, they can study assignments given by the teacher and submit them directly in class. Students can also check the teacher's assessment results. Apart from that, students can interact with friends or teachers through Google Classroom.



*Figure 2.7 Stream page display*



As previously mentioned, parents can access Google Classroom. They can receive regular emails about the results of their children's work and can also see all the activities carried out. Google Classroom allows schools, teachers, and parents to communicate. They can connect either as a group or one-on-one on one platform.



*Figure 2.8 Invite parents page*

## 2) Google Drive

Google Drive, commonly called “cloud storage”, is a service developed by Google since April 24, 2012. Google Drive is a synchronized data storage service that allows users to store data online, synchronize data across devices, and share files with each other. Google Drive can be easily accessed anywhere, anytime, and using any device to store files in the form of photos, videos, text documents, spreadsheets, and presentation (Maryanto, 2015).

On compatible devices such as Chromebooks, this application can be operated offline. Accessible from any device by students who have access rights. This certainly makes it easier for teachers to give group assignments.

## Google Drive's profile

### a) Google Drive logo



Figure 2.9 Google Drive Logo

### b) Google Drive's homescreen

The Google Drive homepage displays stored files and features with all the tools that users can use. Google Drive has two main ways to display files, namely grid view and list view.

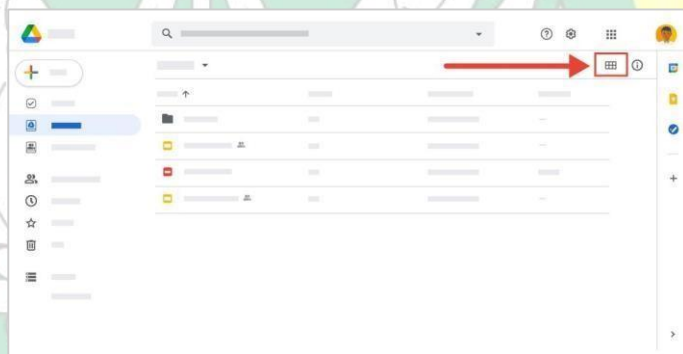
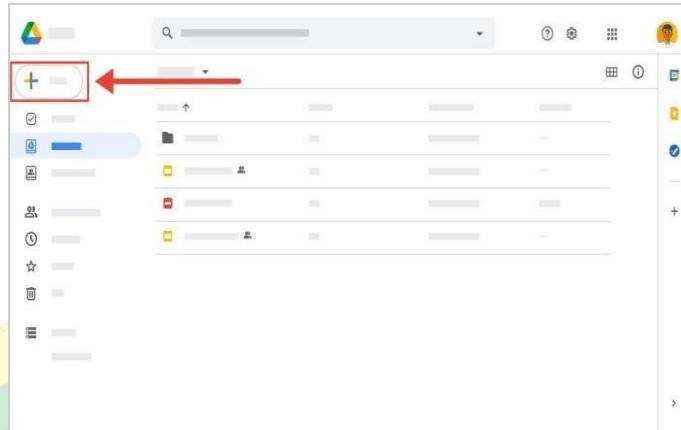


Figure 2.10 Google Drives' home screen

### c) Google Drive's features

Google Drive has many features that make the teaching and learning process easier. Teachers can create various types of documents, like lesson plans, presentations, and quizzes. Google Drive allows teachers to create collaborative folders to share resources with students or between teachers. With the My Drive feature, all files will be displayed in the main workspace. Other features that teachers

and students can use include creating new files, adding folders, moving files, and sharing files and folders.



*Figure 2.11 Google Drives' Tools*

### 3) Google Forms

Google Form is a service that makes it easier for users to conduct surveys effectively and practically to collect information. This online form is created based on questions or questionnaires that can be customized by the creator. The use of the Google Form application will bring a change from a conventional to a paperless culture (Yuniarti & Hartati, 2020).

Google Forms is widely used in the world of education and research. The benefits of Google Forms in the world of education include conducting online exams, conducting assessment surveys of teacher educators and lecturers, registering new students, and monitoring online attendance (Sianipar, 2019). This feature can be used to assess student learning outcomes. Teachers can use Google Forms to test students' understanding of the material that has been taught.

## Google Forms' profile

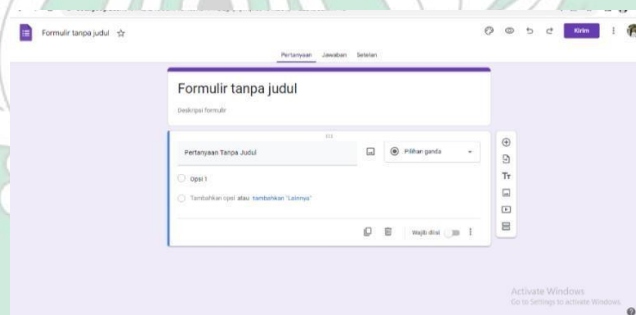
- a) Google Forms logo



*Figure 2.12 Google Forms Logo*

- b) Google Forms home screen

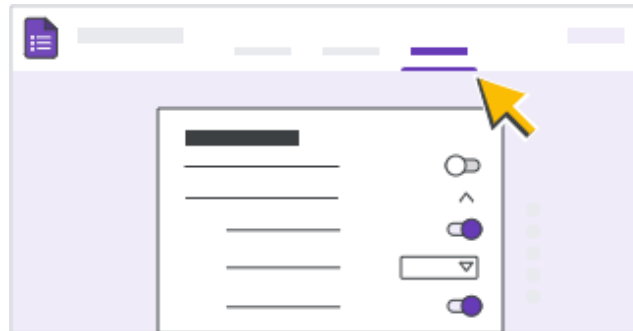
Google Forms' home page shows a list of existing forms if they were previously created, and there is a "+" button or an option to create a new form. Google Forms often provides templates for common form types (surveys, quizzes, and feedback forms). This template will appear on the main page to start or create a blank form.



*Figure 2.13 Google Forms' home screen*

- c) Google Forms features

Google Forms offers a variety of features for creating and managing surveys, quizzes, and forms. Form creation feature supports various question types, including multiple-choice, short answer, paragraph, and more. Apart from that, other features also include adding or setting questions, custom themes, adding images and videos, controlling and monitoring access, and collecting student emails.



*Figure 2.14 Google Forms' features*

#### 4) Google Slides

Google Slides is collaborative software that provides online presentation programs. Google Slides was introduced publicly on March 9, 2006. The focus of Google Slides is to help users create presentations online while collaborating with teams or other users in real-time. Users are also able to view the revision history for each addition, edit, and reduction of slides that have been created. Therefore, here, the teacher can display the learning material and explain the material. In addition, Google Slides can help student presentations.

##### **Google Slides' profile**

###### a) Google Slides logo



*Figure 2.15 Google Slides Logo*

###### b) Google Slides home screen

The initial screen of Google Slides is relatively straightforward. Google slides' home page show



existing previous presentations, creating a new presentation menu, template options, collaboration and sharing, and completed toolbar and menus.

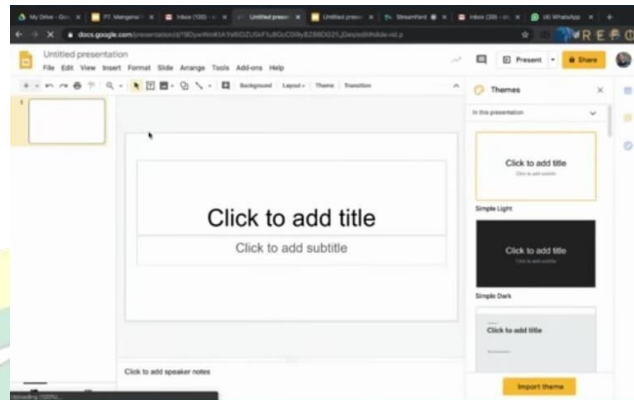


Figure 2.16 Google Slides' home screen

### c) Google Slides features

Google Slides has cloud-based collaboration that allows users to collaborate in real-time and provide comments and suggestions. Multiple users can work on the same presentation simultaneously, and changes are saved in real-time. Collaborators can provide comments or suggestions on specific slides. Google Slides offers a variety of creation and editing features, such as templates, layouts, text formatting, transitions and animations, and more.

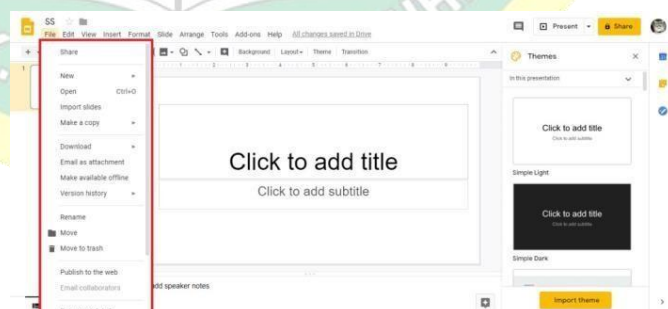


Figure 2.17 Google Slides' features

### 5) Google Docs

Google Docs is a cloud-based word processing

service owned by Google that can be used for free. It was released on March 9, 2009. Google Docs provides document creation and editing services, just like Microsoft Word and the like. Google Docs is equipped with a spelling error checking feature and is also equipped with a machine learning feature, which can provide experience and ease in creating documents.

Google Docs can be used for writing practice activities. Teachers can conduct assignments to write essays or letters, and students can work on them in Google Docs. Students can share their documents with teachers for feedback and corrections. Google Docs can also be used for collaboration, where students can work together on writing the same document.

#### Google Docs profile

a) Google Docs logo



*Figure 2.18 Google Docs Logo*

b) Google Docs home screen

The initial screen of Google Docs is relatively straightforward. Google Docs' home page shows existing previous presentations, creating a new presentation menu, template options, collaboration and sharing, and completed toolbar and menus.

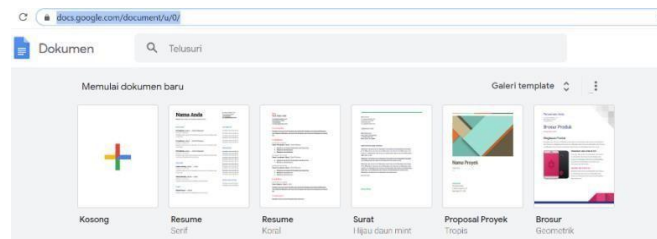


Figure 2.19 Google Docs' home screen

c) Google Docs features

Google Docs offers many features that can be used for education. Google Docs has cloud-based collaboration that allows users to collaborate in real-time and provide comments and suggestions. Multiple users can work on the same document simultaneously, and changes are saved in real-time. Comments and suggestions make it easy to provide feedback and collaborate.

Moreover, Google Docs has document creation and editing menu, various formatting options for text, paragraphs, and styles. Spell check, grammar check, and editing suggestions to improve writing. Apart from that, there are also pre-designed templates for various types of documents (resumes, reports, and letters) and a voice-typing feature to dictate text directly into the document.

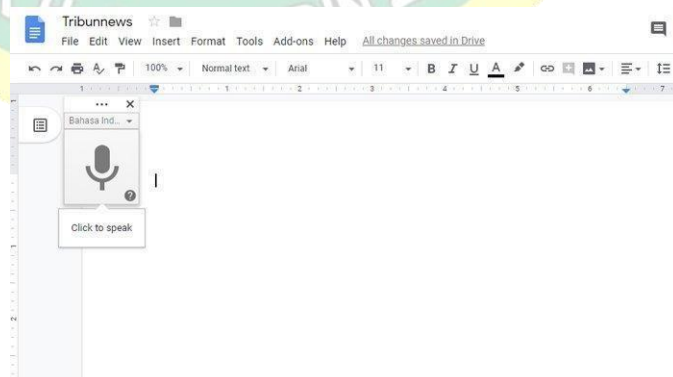


Figure 2.20 Google Docs' features

c. Google Workspace for Education in Classroom

Information and communication technology is believed to be able to assist the activities of teaching staff, such as the planning process, implementation process, evaluation process, and monitoring process. Setyowati et al. (2022) Implementation of e-learning generally takes place in three stages:

- 1) The preparation stage
- 2) The implementation stage
- 3) The evaluation stage

Moreover, Ahdiyah (2022) focuses her research on the implementation of digital-based learning in Google Workspace for Education, which is divided into three sub-focuses, namely: preparation, implementation, and evaluation.

d. The strength and the weakness of Google Workspace for Education

In the educational aspect, Google has developed software called Google Workspace for Education. The use of Google Workspace for Education in learning activities greatly contributes to the educational aspect of the current digital era. The use of Google Workspace for Education can be applied by educators as a learning medium and as a tool for assessing students (Irani, 2022).

According to Yasyakur (2023), the benefits of Google Workspace for Education are:

- 1) Collaboration, simple, and shareable
- 2) Mobile-friendly
- 3) Develop digital skills
- 4) Increase educator productivity
- 5) School data security

The other advantages of Google Workspace are: easy to use, high mobility, and easy access; increased collaboration within teams; access regardless of time and distance; compatibility with all devices; uptime; a secure system; and low cost.



Meanwhile, Yasyakur (2023) also said the disadvantage of Google Workspace is that you must have an internet connection, because if you don't have an internet connection, you won't be able to access it. Along with the applications, Google Workspace requires high hardware, software, and internet network specifications (Rahmi, 2021). According to Aulia (2022), there are several versions of smartphones that do not support this application, so it must be installed first before use, such as for types of smartphones that still use Android 4.4 (Kitkat) and Android 1.0 (Alfa). Whereas, smartphones with Android version 5.0 (Lollipop) up to the latest version of Android 13 (Tiramisu) currently do not have to be installed first. According to Rahmawati, et al (2022), teachers' lack of understanding regarding internet-based learning media necessitates the provision of training.

## **B. Review of the Relevant Study**

Based on several previous studies relevant to the topic in this study, a correlation was found. Previous research serves as a foundation for theory, comparison, and reference where the results are as follows:

*“Students’ Perception On the Use of Google Based Learning Media In English Class At Smp Negeri 1 Bukateja”* was written by Windy Okstian in 2021. The aims of the research were to analyzed the student perception and to identified the benefits of the learning platforms in EFL class. This research used mixed methods concluded that the use of Google-based learning media in EFL classes received positive perceptions from students. According to students, Google-based learning media in EFL classes could improved their English skills, acquired new vocabulary, and motivated them to learn English. The same topic is covered in this study, which is the utilization of Google-based learning as an EFL learning media. In contrast to this research, student perceptions are not the main focus in current research but how is the



implementation of the Google workspace for education in EFL learning, which is not just Google Classroom and Google Meet.

Jusriati, et al. 2021 in "*The Implementation of Google Site as E-Learning Platform for Teaching EFLI During Covid-19 Pandemic*" concluded that through the implementation of the media, it can be said to be effectived and attracted the attention of students in EFL learning. The purpose of their research was to find out whether the implementation of Google Sites is effectived or not for EFL teaching and to find out students' perceptions of where learning is carried out online due to COVID-19. They conducted the research on the basis of mixed method. The similiarity is the implementation of Google as a learning platform, whereas in this research there is an update in the object, the purpose of this research is to find out how the implementation of Google Workspace for Education is in classroom learning using descriptive qualitative method.

The research by Vivin Agustin Anggraini (2022) entitled "*Google Workspace Meningkatkan Hasil Belajar Matematika Siswa*" that used qualitative research that aims to determine the increase in learning outcomes in mathematics by utilizing features in Google Workspace. The results of this study show that there is an increase in student mathematics learning outcomes at SMP Negeri 1 Paiton before and after using features on Google Workspace during online learning. The difference between this study and Anggraini's research lies in the research subjects where this research is focuse in EFL teaching and learnin. While the similarities are in the object and the method.

The research of "*Is Face-to-Face Learning Better than Online Learning? Teachers' voice on the Use of Google Workspace*" was conduct by Nuraeni in 2021 through qualitative method. The study focused on teachers' voices about using G- Workspace for education amidst a pandemic. The results showed that from the teacher's point of view, G-Workspace has been used as a collection of applications to depict true offline classes. The most used applications are G- classroom, G-Meet and G-Mail. She mentioned that

G-Workspace, which has been a medium for distance learning, has not been able to ensure students' understanding of the material. Therefore, they chose face-to-face learning as the best way to deliver teaching materials. The use of Google Workspace and the qualitative method are the similarity with this study. The gap is that this study discusses teacher perceptions and learning is done online. Based on the Nuraeni's results, the current research only focuses on the use of applications in G-Workspace for Education for EFL face-to-face classes.

Betty Marlina in 2021 has conducted research entitled "*Pemanfaatan Google Workspace for Education Pada Pembelajaran Daring*". The purpose of this research is to describe the utilization of Google Workspace for Education which is used for online learning. The research data was taken from teachers' perceptions of the use of Google Workspaces for Education at all levels of education. She concluded that Google Workspace for Education was very easy to use and can collaborate with each other in online learning implementations. Apps from Google Workspace for Education have been well used by teachers in South Sumatra for online learning processes. Interviews that have been conducted with the help of the Google Meet application and the conditions of the learning era are the gaps in the research here. The current research analyzes how Google Workspace for Education is implemented in teaching English in the classroom. While, the similarity are on the use of Google workspace for Education including its benefits.

## CHAPTER III

### RESEARCH METHODS

#### A. Research Methods

This research used qualitative approach to gain the data. Bogdan and Biklen in (Sugiyono, 2013) says that qualitative research has the natural setting as the direct source of data and researcher is the key instrument. Therefore, in qualitative research, there are limitations to the problem or research focus, so the researcher will not determine the research only based on the research variables but the entire social situation (Sugiyono, 2013). Data are typically collected in participant settings, data analysis is constructed inductively from specific to general themes, and the researcher makes interpretations of the meaning of the data.

##### 1. Type of the Research

This research used a qualitative approach using a descriptive method. In this study, the researcher has collected data about analyzing how English teacher at SMA Negeri 1 Maos implemented Google Workspace for Education as learning media in the classroom. Through this method, the answers to the research questions are believed to be found. The data obtained in this research were in the form of words, sentences, or statements.

##### 2. Research Location

In this study, the researcher took the research location at the 10th grade of SMA Negeri 1 Maos, located at Jl. Raya Maos-Adipala, Cilacap regency. The reason for choosing this location was based on the experience of teacher who has taught English for more than ten years and has completed Google Workspace trial education and training up to level 3. This is a favorite school that has started to be aware of technology.

##### 3. Data Source

The data sources in this research was people or object data that was

expected to provide information during research in a comprehensive manner. The determination of data sources included the subject and object data.

a. The Subject of the Research

The subject of this research was the English teacher in 10<sup>th</sup> grade SMA Negeri 1 Maos. There was one teacher because the teacher used the Google Workspace platform as a learning medium, especially in teaching English.

b. The Object of the Research

The object of this research was the implementation of Google Workspace for Education in Teaching English as a Foreign Language in tenth grade classes at SMA Negeri 1 Maos.

**B. Data Collection Techniques**

Due to the qualitative approach, this study used three methods to collect the data, namely; observation, interview, and documentation. Those methods make it possible to obtain authentic information. The explanation as follows:

1. Observation

Observation was carried out directly while learning English takes place in the 10th grade classroom. In this part, the researcher only observes and takes the data about teacher's implementation of Google Workspace for Education. This involves non-participatory observation to make field notes and documentation by recording the activities. The instrument used by researcher in this observation were field notes and recordings activities were then transcribed. This research was conducted four times over four weeks. The first observation was conducted on November 6, 2023. Then, continued with the second observation on November 7, 2023. The third observation was held on November 21, 2023. Then, the last observation was on December 1, 2023.



## 2. Interview

Interview is a data collection method that uses questions and answers to obtain information and offers a variety of ways to explore participants' experiences and insights (Richards, 2009). The semi-structured interview was intended for an English teacher in the 10th grade at SMA Negeri 1 Maos. Apart from that, in-depth interviews also conducted to obtain more detailed information about the teacher's attempts, perceptions, and reasons to utilize Google Workspace. The questions were on the learning process, from preparation to evaluation in TEFL class. Then, the questions could be developed based on the respondent's answers. Here, notes and recordings were the instruments used to capture information. The recording transcribed to make the information easier to interpret.

## 3. Documentation

Lesson plans were collected as documentation of this research. Furthermore, it was collected the documentation of the observations result such as observation class records and pictures. This documentation provided data on implementing TEFL lesson plans using Google Workspace for Education. Personal documents refer to the information obtained through the examination of an individual's documents or a non-interactive approach (McMillan & Schumacher, 2010).

### C. Data Analysis Techniques

Miles and Huberman (1984), argued that the activities in this data analysis model are carried out interactively and continuously until the data is complete, so that the data becomes saturated. The components in this model are data reduction, data display, and verification.

#### 1. Data Reduction

In collecting data in the field, researchers obtained diverse data. Therefore, reduction is necessary to deal with large and complex data. Data



reduction aims to summarize and clarify the focus so that the main points of the data are obtained by eliminating data that is unused or irrelevant and focusing attention on the essential things. In this research, data triangulation with observation, interview, and documentation stages was used to carry out and examine data reduction.

## 2. Data Display

Data were organized and managed to be understood. Data is presented in a descriptive or narrative structured form. Data display is done for the purpose; first, ensuring that the resulting data is included in the appropriate categories as determined; second, to ensure that the data is complete and is able to answer each category that is made.

## 3. Verification

Verification is a process of checking and confirming to ensure the reliability and validity of research. Data validation was carried out by collecting accurate data based on phenomena that occur in the field and also based on data obtained from the beginning to the end of the research. Researchers presented and checked the correctness of the data that had been obtained by cross-checking it using data triangulation techniques.

According to Denzin & Lincoln (2009), triangulation is referred to the technique that combines some of the methods to analyze the data. To identify the exact data in this study, methodological triangulation was used to analyze the data by comparing the results of the observation, interview, and documentation. Methodological triangulation is defined as using multiple methods to conduct the study (Bekhet & Zauszniewski, 2012).

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the findings and discussion of research conducted at SMA Negeri 1 Maos. This chapter aims to answer the research questions comprehensively and present the research results. The results of research on how Google Workspace for Education is used as a medium in TEFL will be presented in detail. The data was organized based on the results of observations, interviews, and documentation. Data collection was obtained in class 10 of SMA Negeri 1 Maos from November to Desember 2023. The interview subject was a teacher who teaches English in class 10.

#### **A. The Implementation of Google Workspace for Education as The Media in TEFL**

The election of using Google Workspace for Education as a learning medium by teacher A as a teacher began three years ago, when there was a pandemic. Besides that, the teacher considering current developments in the world of education, should be ready for technological developments for more advanced education. The teacher has more than ten years of teaching experience and has used Google Workspace as the learning media in her class since 2020. The teacher has completed Google Workspace Trial education and training up to level 3.

Excerpt 1: “I know that technological developments were very rapid, so as a teacher, we should be familiar with technology. During the social distancing at that time, we need to be able to adjust collaboration of technology with learning activities. I did the Ministry of Education's Google Workspace Trial training. The training was gradual; I followed it up to level 3. After that, I implemented those Google applications with my colleagues and also with students in class. In face-to-face learning, these applications really help me to create active learning activities, even online”

This statement shows that in post-pandemic era, the use of Google Workspace for Education continues. Not only in online learning, these applications really help activities in offline classes. Teachers must be able to prioritize the needs of their students while making use of a variety of resources. According to Salsabila & Agustian (2021), global demands require the world of education to always adapt to technological developments to improve the quality of education, especially the use of information and communication technology in the learning process.

Using the Google platform requires an internet connection, a web browser, and mobile devices such as Android, iOS, and Windows. Teacher A said that at the beginning of the meeting, there was a class belief or agreement that learning would use a variety of media, so tools such as supported phones and so on were needed. Most students used smartphones, which are only allowed during class. The teacher mentioned that school has facilitated several points where they are able to access the internet smoothly, because they already use online tests all the time.

Based on the classroom research that has been conducted, researcher found Google Classroom, Google Slides, and Google Docs as learning media and Google Forms as a tool for final summative assessment. Apart from that, based on the result of the interview with the teacher, several other applications such as Google Drive, Google Sheets, Google Meet and Google Sites, were also used to support an effective and efficient technology-based learning process.

Excerpt 2: “The applications commonly used until now in my English class, such as Google Classroom, Google Site, Google Slides, Google Forms, Google Sheets, Google Docs, Google Meet, and Google Drive. I just use it occasionally, depending on the situation and needs. Using these applications student collaboration in active and creative learning activities can be created. All activities become more structured. Students can easily study anywhere”.

This statement tells us that the teacher used Google Workspace because it made it easier for teachers to facilitate teaching and learning activities for students. The teacher said that there were those who liked text, audio, audio-visual, psychomotor, which was directly actionable, and so on. With the help of Google Workspace, it became more varied in terms of materials and activities to meet the needs of the children. As stated by Insani et al (2020), Google Workspace for Education is a Google product that contains productivity and collaborative tools available in cloud storage for educational institutions as a facility for the learning process. In line with Rahayu (2021), which states that Google Workspace provides complete online learning facilities, the available applications make it easier for teachers to interact with students.

The use of Google Workspace for Education as the media described as follows.

#### 1. Planning

Based on the research results, before the lesson was carried out, the teacher made a lesson plan first, as usual. The planning for implementing learning using the Google Workspace platform ran according to the scenario in the lesson plan. She mentioned that this utilization was implemented in the main activities by adjusting the material and students' learning needs. Apart from using Google Workspace applications, she also still prepared material using textbooks.

Excerpt 3: "Yes, this is just a tool. The RPP is still there as a guide. I still use books as guidance and reference material."

In preparation, the teacher accessed the applications that would be used by connecting to a Google account. She ensured that all students had a belajar.id account to access these applications.

Excerpt 4: "I use a belajar.id account and at the beginning I make sure the children have a Belajar.id account so they can access the applications that will be used in learning."

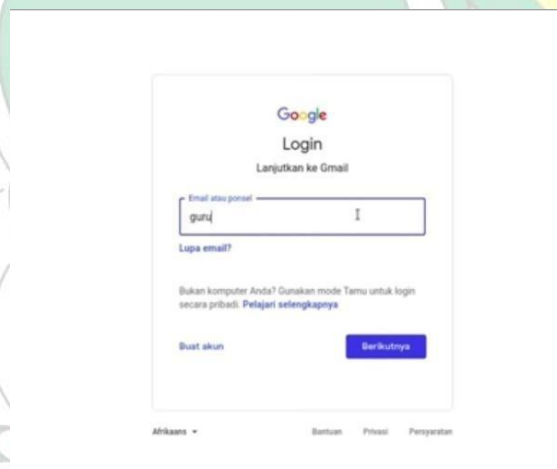


a. Preparing belajar.id Account

At the beginning, before using the Google Workspace for Education application, teacher A first activated the Belajar.id account. This account provided in Data Pokok Pendidikan (Dapodik) It makes easier for teachers and students to implement Google Workspace for Education.

Activating the Belajar.id account

The Belajar.id account consists of an account name (user ID) and password. To use it, teachers need to activate the account by logging in to the Belajar.id account via mail.google.com.



*Figure 4. 1 Logging in akun belajar.id*

Teachers can also replace previously available passwords with new ones with understanding approval. Account passwords can only consist of a minimum of 8 characters.



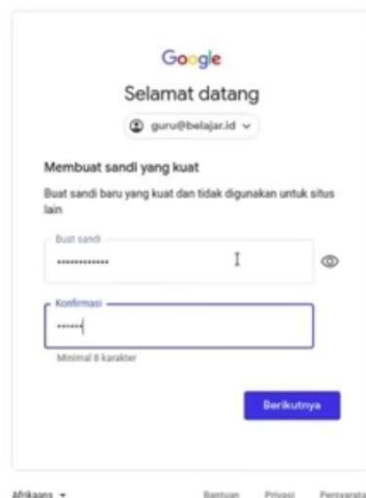


Figure 4. 2 Inputing Password

A Belajar.id account that has been activated can be used to explore Google applications

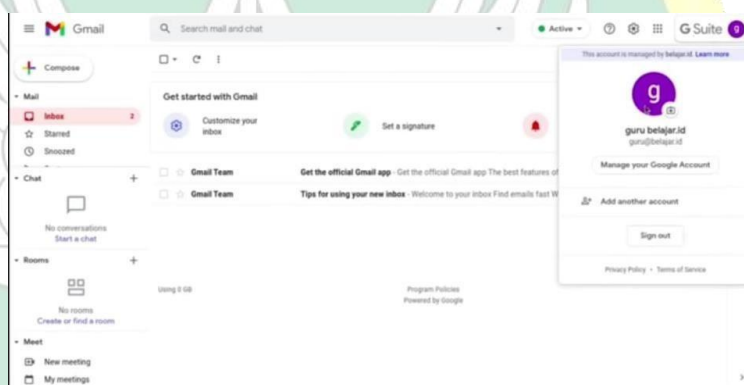


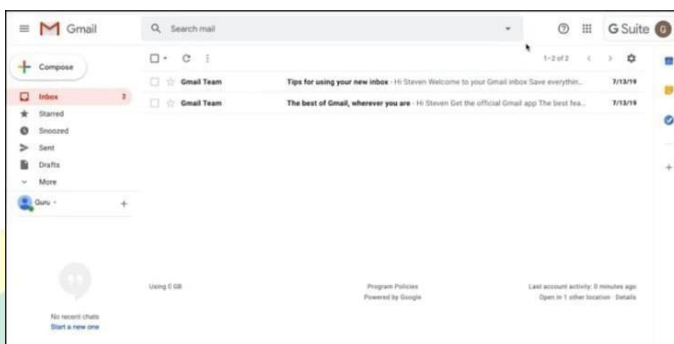
Figure 4. 3 Activated Account

#### b. Preparing Google Classroom

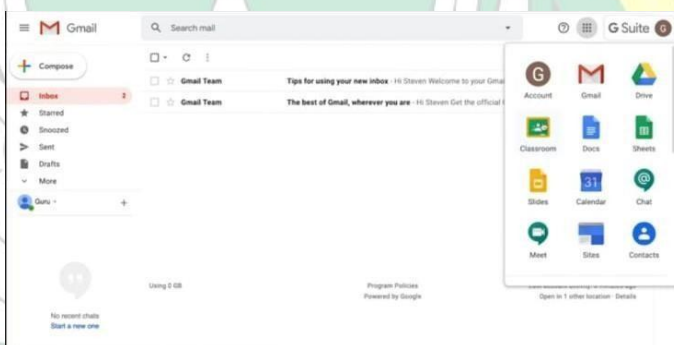
Based on the research results, in the lesson plan that has been prepared by the teacher, Google Classroom will be used in class X.E-3 for writing procedural texts on November 7, 2023. Moreover, it will be used in class X.E-4 for writing descriptive text on November 21, 2023. In preparing Google Classroom, teacher A had accessed the application for implementing in learning activity. Google Classroom accessed with belajar.id account.

Accessing Google Classroom

To login into Google Classroom, teacher A opened belajar.id through G-mail. The Google Classroom application is shown in the Google application menu. It will be shown in two figures below.

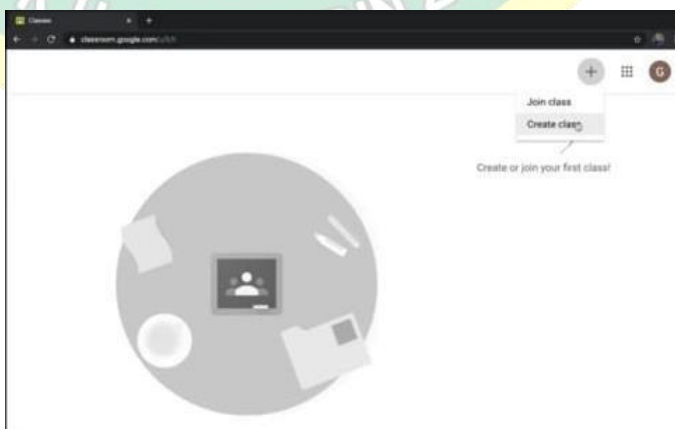


*Figure 4.4 Opening G-mail Account.*



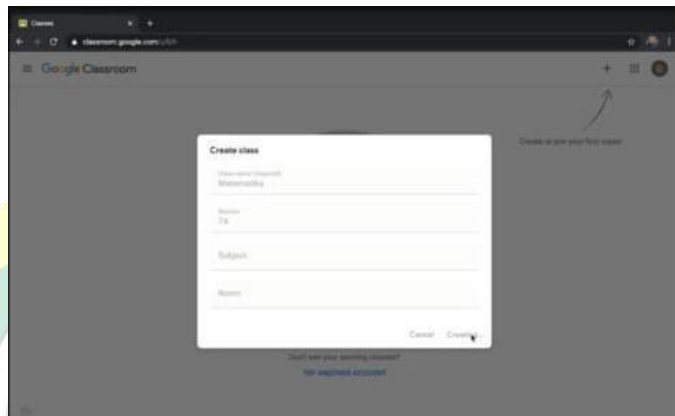
*Figure 4.5 Selecting Google Classroom.*

After teachers could access the Google Classroom application, she created a class. There was a new class menu on the first page.



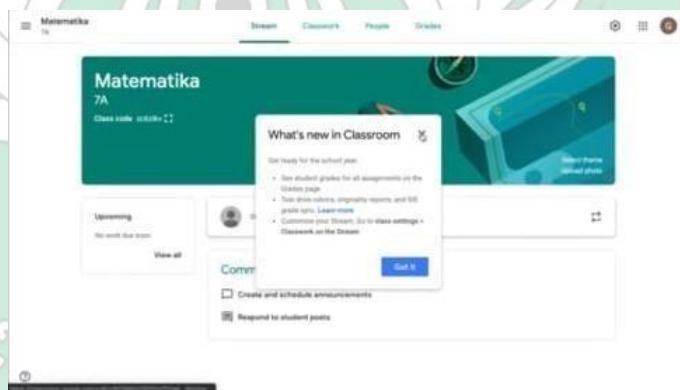
*Figure 4.6 Selecting a Create Class.*

A new classroom needed to be filled with some information. There was the subject name, grade level, and other information that needed to be filled out by the teacher.



*Figure 4.7 Inputing Class Information*

The figure below is Classroom display. There are some features that can be used by the teacher or students.



*Figure 4.8 Classroom Display*

Teacher had a classroom code that will be shared to all students. So they could join the class as well.

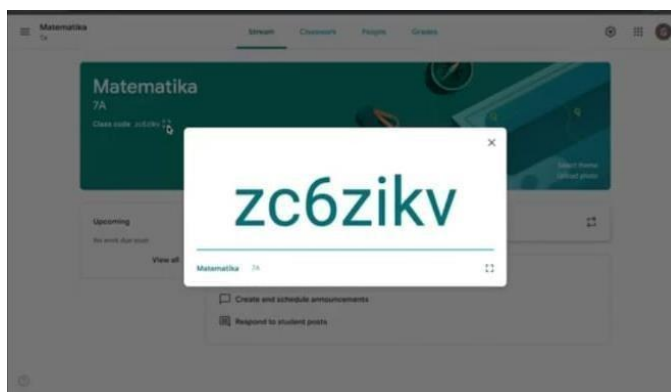


Figure 4.9 Class Code

### c. Preparing Google Docs

Based on the research results, in the lesson plan that has been prepared by the teacher, Google Docs will be used in class X.E-5 for writing procedural texts on November 6, 2023. Moreover, it will be used in class X.E-4 for writing descriptive text on November 21, 2023. Teacher A has taken several steps to be able to access Google Docs. In setting up Google Docs, teacher A used the Belajar.id account.

#### Accessing Google Docs

To access Google Docs, teacher A opened belajar.id through Gmail. The Google Docs application is shown in the Google application menu. It will be shown in two figures below.

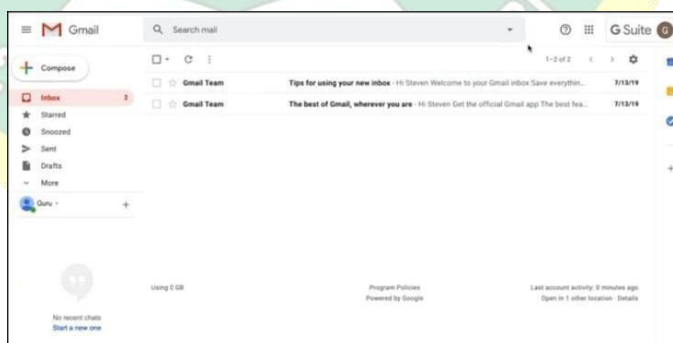


Figure 4.10 Opening G-mail account.

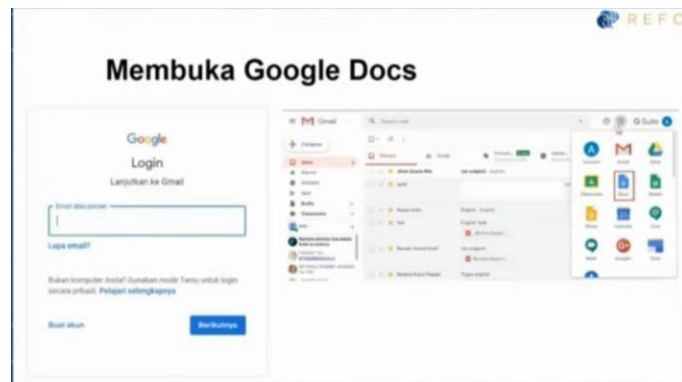


Figure 4.11 Selecting Google Docs

Google Docs has new blank document and several template that might be used by the teacher and student.

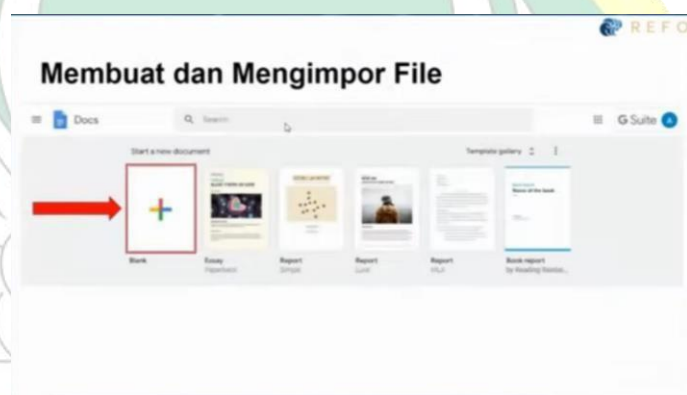


Figure 4.12 Google Docs Template

Google Docs has sharing menu as the collaboration feature. It showed as the following figure.

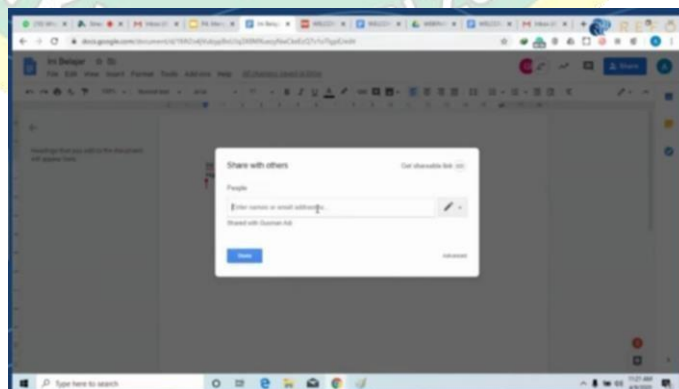


Figure 4.13 Sharing Feature.

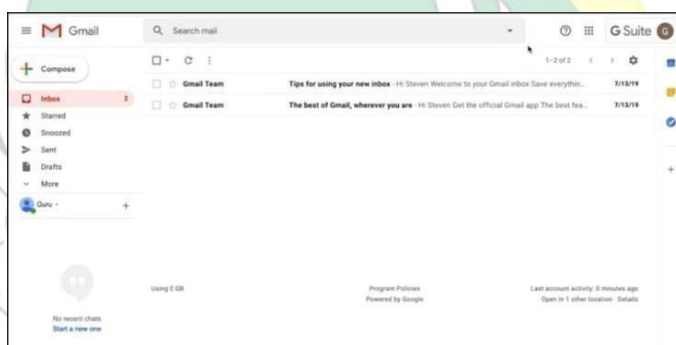


#### d. Preparing Google Slides

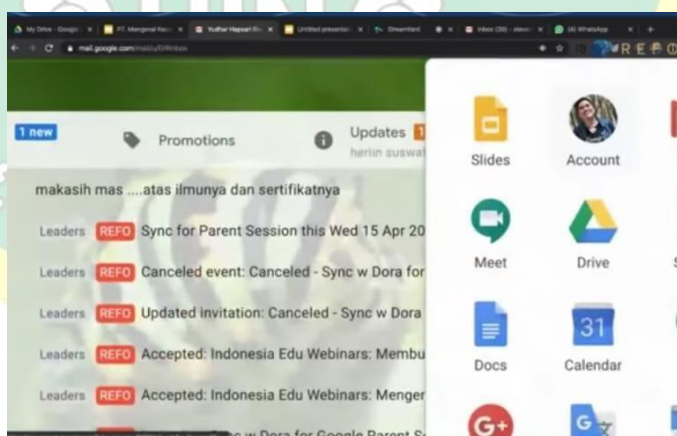
Based on the research results, in the lesson plan that has been prepared by the teacher, Google Docs will be used in class X.E-3 for writing procedural texts on November 7, 2023. In preparing Google Slides, teacher A accessed Google Slides used belajar.id account. Teacher A took several steps to be able to access Google Slides.

##### Accessing Google Slides

To accessed Google Slides, teacher A opened belajar.id through G-mail. The Google Slides application is shown in the Google application menu. It will be shown in two figures below.



*Figure 4.14 Opening G-mail account*



*Figure 4.15 Selecting Google Slides*

Google Slides has new blank document and several template that might be used by the teacher and student.

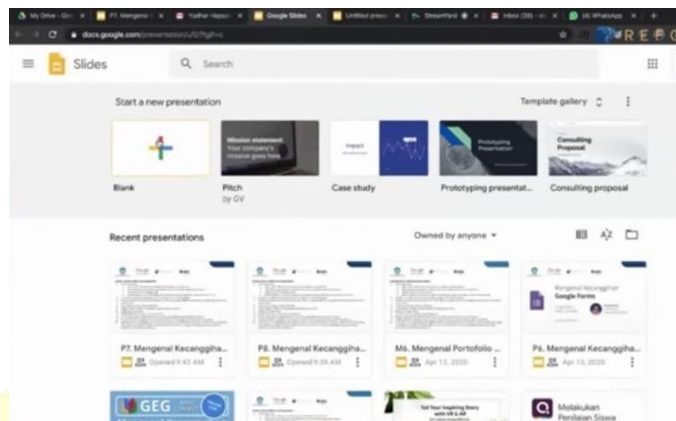


Figure 4.16 Google Slides Template

Google Slides has sharing menu as the collaboration feature. It showed as the following figure.

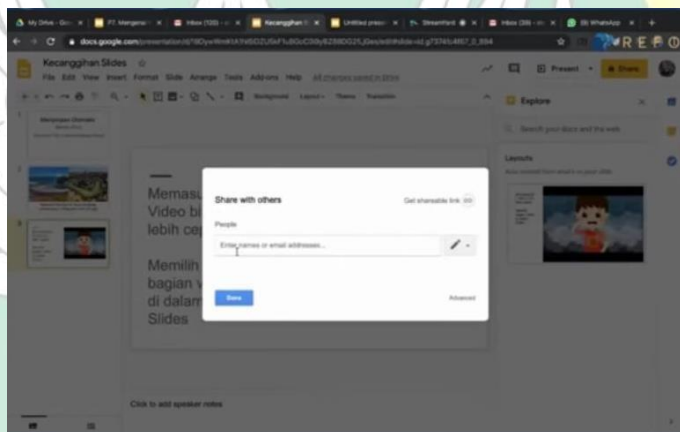


Figure 4.17 Sharing Feature

#### e. Preparing Google Forms

Based on the research results, Google Forms will be used for final semester assessment on December 1, 2023. Teacher A prepared the Google Forms by conducted several steps in accessing Google Classroom. It will be explained as below.

##### Accessing Google Forms

To accessed Google Forms, teacher A opened Google Classroom. There was creating quiz feature that integrated with

Google Forms. It will be shown in the figure below.

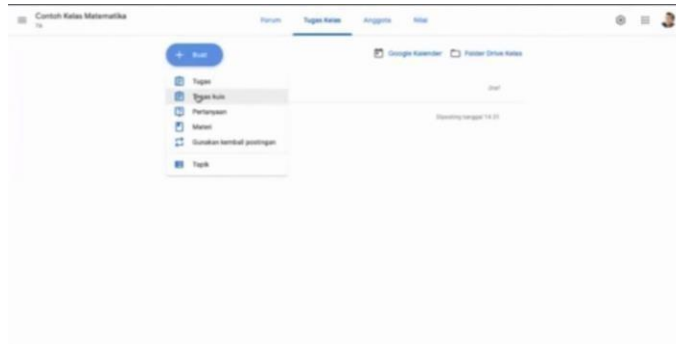


Figure 4.18 Opening the Google Classroom

Teacher A filled the require section which contain some information about the quiz.

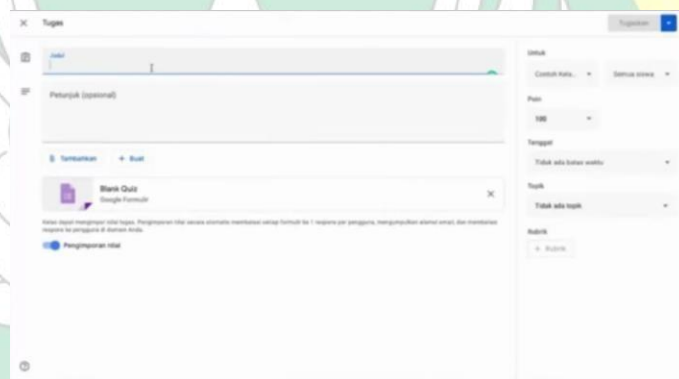


Figure 4.19 Required Section

Blank quiz display and all the features shown as below.

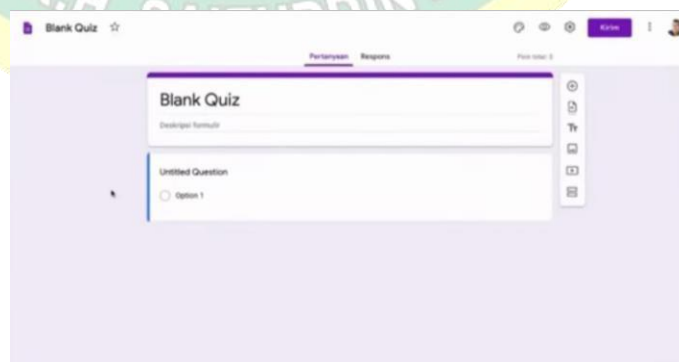


Figure 4.20 Blank Quiz

## 2. Implementing

As mentioned before, Google Classroom, Google Slides, and Google Docs as learning media. These Google Workspace applications are used collaboratively through a project-based learning model. Yustinaningrum (2019) said that project-based learning is a recommended learning model to improve 4C skills (critical thinking and problem solving, creativity and innovation, communication, and collaboration). Project-based learning provides opportunities for students to collaborate, be creative, communicate, and think critically.

### a. The Use of Google Classroom

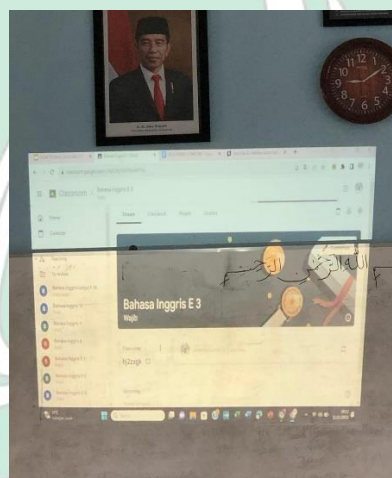
Google Classroom allows teachers to distribute assignments, monitor student progress, and provide feedback. Teachers and students can collaborate through class forums. According to Mualim, et al. (2019), Google Classroom offers flexibility, where users can access at the time and place they want. This is what the teacher said in the interview, which will be explained as follows:

Excerpt 5: "I use Google Classroom as an MMS (Multimedia Messaging Service), usually a feature for uploading assignments. There is also a feature to invite parents, but that is rare; only sometimes do we collaborate with other teachers."

Based on observations conducted by the researcher, Google Classroom is used as a medium for collaboration. Teachers can direct students to access the application they will use by providing a link via the class forum.



*Figure 4.21 Classroom X.E4*



*Figure 4.22 Classroom X.E3*

b. The Use of Google Docs

Based on the results of the research that has been carried out, it was found that Google Docs is used as a learning medium for teaching writing. Google Docs provides activities in procedural texts and descriptive texts learning. The use of Google Docs in these two materials was carried out in two different classes, X.E-5 and X.E-4.

The first observation was held on November 6, 2023 in class X.E-5. The material at this meeting was procedure text, assisted by Google Docs. She gave instructions about what would be done. It can be show in the figure bellow.

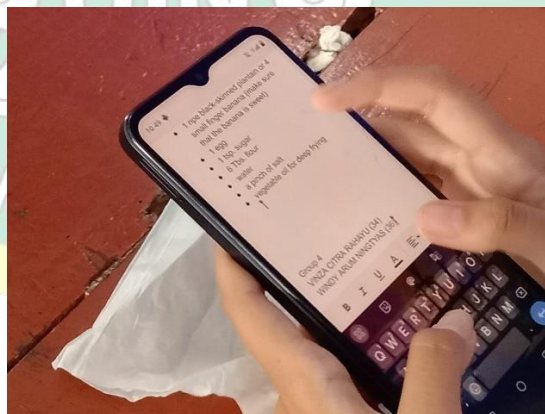




*Figure 4.23 Teacher's Instructions*

In this meeting, the teacher asked students to prepare a draft procedure text that was created in the previous meeting. She shared Google Docs links for collaborative activities with students. She directed students to compile the draft into a complete procedural text using Google Docs. She also has been guiding students to creatively edit their writing by utilizing the tools available in Google Docs.

Excerpt 6: “After yesterday, you made a draft procedure text; today, you will compile the draft into a complete procedure text through Google Docs collaboratively. I will share the link to you. Please be create in editing your writing using the tools in Google Docs. You can add some picture in it”.



*Figure 4.24 Students' collaborative*

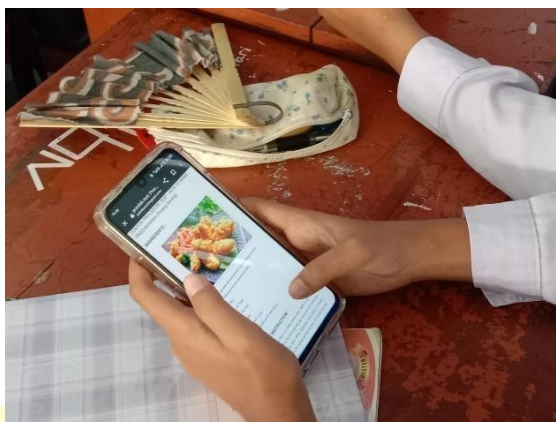


Figure 4.25 Students' work

According to those pictures, students wrote a draft procedure text beforehand about how to make something into a complete text. They were free to write texts on how to make food or drinks according to their wishes. This task is carried out collaboratively in pairs.

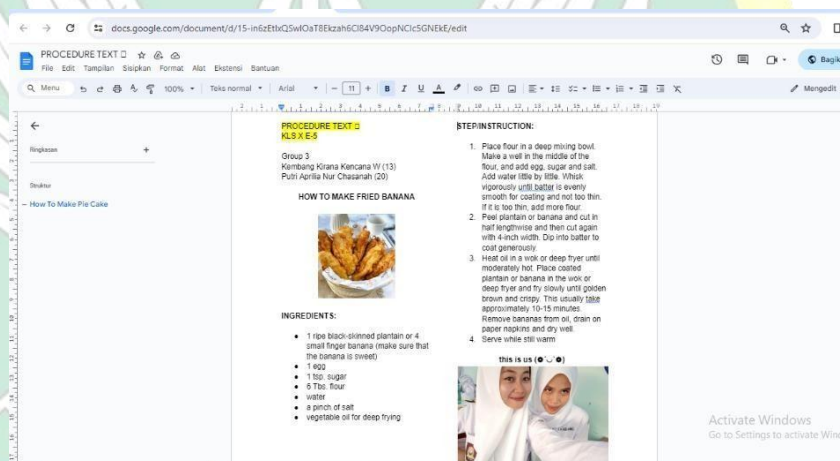


Figure 4.26 Student worksheet

Furthermore, the use of Google Docs in descriptive text material took place in the third observation. This observation took place on November 21, 2023, in class X.E-4. At the beginning of the lesson, the teacher used the Quizizz application to know Student's understanding about descriptive text. After that, the teacher said that students will make descriptive text. She also gave some instructions about that. It can be show in the figure bellow.



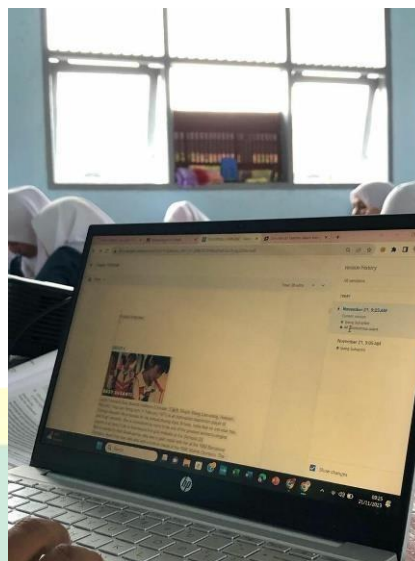
*Figure 4.27 Teacher's Instructions*

According to this picture, the teacher explains an instruction about the task that will be given. The teacher explained it orally as follow.

Excerpt 7: "We will make a descriptive text about famous figures in a pair. You can search for information about famous figures which you want on the internet. Then describe the figure in the form of a complete descriptive text using Google Docs collaboratively."

Students looked for information about the figure they chose with the help of the internet. Then they put the data in Google Docs and started writing to describe the characters together. In its implementation, the teacher directed and guided students to be creative in editing their writing by utilizing the tools available on Google Docs. She asked students to add more detail about such pictures.

Teachers provided feedback or comments through the live comment feature on Google Docs. So students could immediately revise their writing. It is important for other students to use their friends' work as an example so they can learn together and gain new insights. It can be seen in the figure bellow.



*Figure 4.28 Teacher's Feedback*

According to this picture, the teacher gave collaboration feedback about the task. The teacher explained it orally as follow.

Excerpt 8: "Pay attention. I will provide my comments on the results of your work. For those who have received feedback, please revise it immediately".

To sum up, the use of Google Docs makes it easier to share documents online. This application allows users to write collaboratively with many features or tools such as adding images, comments, and voice messages. As the teacher said in a previous interview,

Excerpt 9: "Google Docs is for collaborating on children's assignments. It has lots of features; it can be used to write documents by voice, so there's no need to type; then there's language translation, adding comments, and so on."

According to Indra (2020), Google Docs is a Google-based Word Processor that can create, edit, collaborate and share documents online. This application allows users to add images, tables, or diagrams.

Working collaboratively using Google Docs certainly makes it easier for students to learn. They can work on group assignments simultaneously. After that, they can share the results of their work with other groups to exchange information. In line with this, Elpana

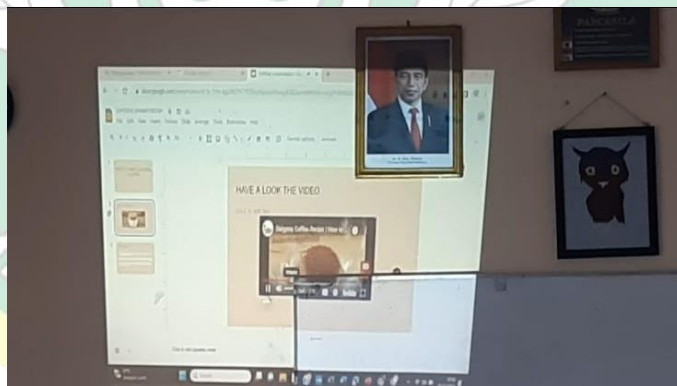


(2022) said that school assignments that are carried out in groups using Google Docs simply create a new file, then invite all group members to immediately work on tasks together.

Metilia and Fitriawati (2018), said that Google Docs supports collaborative writing; students can interact and work together with other students in developing their writing, and teachers can observe students writing. Furthermore, Harmer (2001) said that the procedures implemented in Google Docs for collaborative writing in teaching text writing will be based on four stages of writing: planning, compiling, editing/revising, and publishing.

### c. The Use of Google Slides

Based on the second observation carried out on November 7, 2023, it was found that Google Slides was used in learning procedural texts in class X.E-3. At the beginning of the lesson, the teacher provided stimulus by showing a video to find out the students' understanding. It can be seen in the figure below.



*Figure 4.29 Apperception Video*

According to the picture above, the teacher has been showing video about how to make Dalgona coffee as the apperception. The video was displayed via Google Slides, and then she asked several related questions as explained below.

Excerpt 10: "I have a video about how to make Dalgona coffee. Watch the video. Have you ever made it? After



seeing the video, do you know how to make it?"

After that, the teacher delivered instructions about the activities that will be carried out, which are shown in the following picture.



*Figure 13. 2 Teacher's Instructions*

Based on the picture above, the teacher explains instructions about the task that will be given. The teacher explained it orally as follow.

Excerpt 11: "To continue activities in our last meeting, now please compile the draft you have made into a complete procedural text using Google Slides. Before that, access Google Slides collaboratively via the link that has been shared. You can creatively use all the tools there."

While students were writing procedure texts, the teacher monitored and guided them by providing input. Occasionally, she also helped students if they had questions. It can be seen in the figure below.



*Figure 4.30 Teacher Assistance*



*Figure 4.31 Students Work*

After everything was finished, the teacher asked the groups to present the results of their work. The student's presentation is shown in the figure below.



*Figure 4.32 Student Presentation*

### 3. Evaluating

Google Workspace for Education can not only be used as a learning medium but also as a powerful tool for evaluation purposes. According to Irani (2022), using Google Workspace for Education makes things easier for educators in many ways, for example, in preparing teaching materials, in the teaching process, and in assessing or evaluating learning. Google Workspace for Education can accommodate student learning evaluations with formative and summative assessments.

Based on research that has been conducted, using Google Workspace for Education as a student learning evaluation tool can accommodate activities such as project assignments and quizzes or exams. This project task was carried out using applications such as Google Slides, Google Docs, and Google Classroom. Meanwhile, to create quizzes or exams, use the Google Forms application.

#### a. The Use of Google Forms

Based on observation carried out on December 1, 2023, Google Forms was used as a tool for final summative assessment. It will be described below.



*Figure 4.33 Final Semester Assessment*

According to the picture, this is in line with the results of the interview that will be explained as follows.

Excerpt 12: "Moreover, I also use Google Forms to help the process of teaching English. Google Forms is used to make written tests. Online, with questionnaires too. It is integrated with Google Sheets for further analysis."

The teacher stated that Google Forms was used as a tool for summative assessments such as quizzes and final tests. The implication of online media in assessing student shows the positive impact (As Sabiq & Fahmi, 2020). To sum up, Google Forms allows the creation of quizzes and surveys that can be used to measure student understanding or collect feedback.

## **B. The Strength and The Weakness of Google Workspace for Education as a Media in TEFL**

As stated by Walker et al. (2016), a learning management system can be used as an on-premises or cloud-based system. Instead of being installed locally on a user's device, the applications and services included in Google Workspace for Education are hosted and accessed over the internet. As a learning management system that utilizes web-based software technology, Google Workspace certainly has strengths and weaknesses.

### **1. The strength of using Google Workspace for Education**

Based on the data that has been gained, there are some of the



positive aspects of using Google Workspace as a learning media.

a. Collaboration and communication

Google Workspace offers collaboration tools, such as Google Docs, Classroom, and Slides. These tools facilitating real-time collaboration among students and teachers. As teacher A mentioned, the use of several applications is used as a tool for collaboration.

Excerpt 13: "Yes, so later in one class we can discuss with parents or other teachers who can become collaborative partners like that." "Google Docs is for collaborating on students' assignments. The feature allows students to write documents by voice, so there is no need to type; then they can translate languages, add comments, and more."

"Just like Google Docs, Google Slides is also for students' collaborative activities."

These statements indicate that Google Workspace for Education enables real-time collaboration, where multiple users can work together on the same document online. This increases student productivity and facilitates discussions as well as group projects. In this way, it supports the learning, teaching, and administration processes in the educational environment.

Based on research in classrooms that has been mentioned before, these applications make students actively involved in learning. The commenting and editing features in Google Docs enable teacher A to provide feedback on written assignments. This facilitates the revision process, allowing students to improve their English writing skills. Teacher and students can collaborate with each other on assigned tasks and communicate in real-time. According to Yasyakur (2023), it is easy for users to create, change, and share data in real time. Everyone can open the same page; if changes occur, they are automatically in the cloud.

b. Accessibility and flexibility

Google Workspace is easily accessible from various devices



with an internet connection. Mobile-friendly is an advantage that allows all the features in Google's educational services to be used on any device. Users can open it from laptops, tablets, and smartphones easily.

Google Workspace gives students and teachers the flexibility to learn or teach from anywhere. This makes it easier for teachers and students to do their work effectively and efficiently, so they can save time. Teachers can create interactive and dynamic learning materials and facilitate interesting and responsive learning.

c. Efficient class management

Google Workspace for Education can help English educators manage their classes more efficiently. Much of the administration required for the teaching process can be integrated with Google Workspace. Teachers can manage schedules, plan lessons, and create, distribute, and grade assignments efficiently. Google Workspace for Education can help teachers manage learning materials in an organized way.

d. Integrated task management

Google Workspace for Education enables teachers to provide projects or assignments that require active work and collaboration between students. Teachers can organize student assignments in such a way, starting with giving assignments, managing student work, and giving grades. Through the Google Workspace applications, teachers can monitor and analyze student work results.

Excerpt 14: "For example, if students do their assignments using paper or books, they will get scattered. If the collection is in Google Classroom, it will be easier for me to monitor, and I can open it at any time." "Well, in Google Classroom, I give a due date so I can see who is late in collecting it." "I can also directly provide the scores there, and then I import the data directly into a spreadsheet so I have a list of scores automatically from there. The most important thing is that I can save

time because, for example, in Google Forms, it is clear that I don't need to correct it manually; I don't need to insert it into a list of grades, etc. I immediately import it into the spreadsheet, and it's ready.”

From teacher A's statement, it can be seen that Google Workspace allows teacher to monitor student work. Teacher can monitor who has submitted assignments on time and who is late. In addition, Google Workspace makes it easier to collect well-organized tasks so that they are more efficient. With application integration, teachers can save time by correcting work results and inputting student grades automatically without manual input.

e. Educator productivity

Google Workspace for Education can enhance teacher productivity. Apart from students, teachers can also do their work using Google Workspace. Utilize Google Workspace media to prepare active learning activities as stated by teacher A below.

Excerpt 15: “So from this process, everything must be fulfilled so that, with the help of Google Workspace, it becomes more varied in terms of materials and activities to meet the needs of the children.”

"Yes, it is true. In other words, it speeds up our work by thousands of years."

Google Workspace for Education can help with work and save time by creating, organizing, sharing, and grouping educator tasks.

According to the teacher's statement, Google Workspace for Education can help teachers facilitate students with various teaching and learning activities. This means that, in this case, it fulfills the teacher's pedagogical skills needed to teach EFL. As Brown (2001) says, teacher has a well in understanding of various approaches and skills using various language learning techniques, understanding of students, ability to manage learning, and being able to analyze student needs.

2. The weakness of using Google Workspace for Education

The use of Google Workspace for Education as a learning media

not only has advantages, but there are also some difficulties for both students and teachers. Based on the data that has been gained, there are some of the difficulties of using Google Workspace as a learning media.

a. Need for supporting tools

Since Google Workspace is an internet-based tool or media, its use requires an electronic device. Google Workspace has high accessibility, which can be reached using a smartphone or laptop. However, this is difficult for some students. Based on the results of the interview, this was explained by the teacher as follows.

Expert 16: "In using these applications, I usually have the initial problem with the tools because not all children have gadgets that support them; some even don't have gadgets." "Approximately 80% are those who can follow properly, while the others are challenged perhaps by their phones not having enough support, and so on."

Based on this statement, it can be indicated that, in practice, supportive devices are an issue in themselves. There are still some students who do not have phones that support it. However, as a teacher, she must still be able to provide solutions so that students can still access and participate in learning. Teacher A stated the following.

Excerpt 17: "The solution is that I try to help them by joining groups with students who have cellphone support." "Yes, that can be facilitated or fulfilled with things that are still manual. If you can't access it, please just do it manually. Like that."

To deal with the difficulties experienced by some students who do not have supported phones, teacher A has a solution. She facilitates learning from both sides. Students can access materials or assignments and collect them manually. Sometimes teachers also ask students to group with other students who have cellphone support. So teachers can ensure that all students can participate well in learning.

b. Dependency on Internet Connection

Google Workspace relies heavily on a stable internet

connection. In areas with limited or unreliable internet access, students or teachers may face difficulties accessing and submitting assignments, participating in online discussions, or attending virtual classes. As teacher A said on the interviewed before explain that below.

Excerpt 18: "Actually, the school has facilitated several points to be able to access the internet easily because we already use online tests all the time. But for some reason, sometimes the signal is difficult, sis."

"Secondly, on the internet, sometimes the signal is also unstable, especially for children, who don't always have a full quota."

According these statement, the internet often becomes an obstacle in teaching and learning activity. The school facilitates internet connections with a WiFi network, but in practice, the internet connection often has problems and cannot be accessed. Based on Murad et al. in Rojabi (2021), students can face problems with internet access, large amounts of data, and difficulties in carrying out group assignments

c. Need for management and integration time

Managing and integrating Google Workspace with other systems at an educational institution can be a complex task. To use several applications that are integrated with each other requires time to set up. This was mentioned by teacher A as follows.

Excerpt 19: "Apart from that, I myself am also constrained by time. I teach 10 classes, whereas one week I only meet for two hours. Meanwhile, to apply everything, there is actually very little time. That's why I often give assignments outside of class."

From this statement, teacher A needs more preparation, and that takes time. Teacher A feels that using Google Workspace in classroom learning does not apply to all existing applications.

Excerpt 20: "If you think about it, if you can learn English, let's say for four hours in one week, maybe there's still enough time. The material now is somewhat narrowed down in more detail and depth but not expanded like that;



that's why there are always assignments outside of that."

As a solution, Teacher A said that it would be more effective if the English lesson hours were added. so that the use of Google Workspace as a learning medium can be optimally utilized.

d. Training needs

Implementing Google Workspace requires sufficient training and understanding from users. The initial learning curve may make it difficult for some people to get the most out of the features. Teacher A has explained it on the interviewed as follows.

Excerpt 21: "Yes, the government is holding training so that teachers can use Google to teach. Because we are the ones who will be teaching, I think it is very helpful so that we can provide instructions to students."

According to Khunaifi & Supriyadi (2022) said some individuals may experience technical issues with the system; thus, good technical support is essential for successful online learning. To deal with that, teacher A said he had attended training on using Google Workspace as follows.

Excerpt 22: "I took part in the Ministry of Education's Google Workspace Trial training. The training was gradual; I followed it up to level 3. After that, I implemented the Google application with my colleagues and also with students in class. In face-to-face learning, this application really helped me create active learning activities, even online."

Based on this statement, it can be said that Google Workspace trial training is needed for teachers. Before implementing it in class, they practice it with their peers. This can avoid instructional errors during class.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research. It will summarize the findings based on the observation and interview results. Moreover, it discusses the limitations of the study and provides educational suggestions for additional studies.

#### A. Conclusion

Based on observation, interview, and documentation data, it can be shown that at SMA Negeri 1 Maos, Google Workspace for Education is used as a TEFL medium in English classes for grade 10 students. Based on the research results, it was found that the applications used were Google Classroom, Google Slides, Google Docs, and Google Forms. It has been determined that the implementation of Google Workspace for Education media in English language learning occurs in three stages: planning, implementing, and evaluating.

In the preparation stage, the teacher prepares the applications that will be used according to needs. She accesses Google using a Belajar.id account. She also ensures students have that account so they can access applications from Google Workspace for Education. The next stage is the implementation of Google Workspace as a learning media, or the process carried out by teachers and students. At this stage, it is known that, first, Google Classroom is used as an MMS (Multimedia Messaging Service). Teachers can share materials and assignments, and students can access materials and submit assignments in Google Classroom in an organized manner. Second, the implementation of Google Docs in English language learning is used as a joint collaboration medium. Based on research results, Google Docs is used to write descriptive text and procedural text by utilizing its features. Third, just like Google Docs, Google Slides is also used for student collaboration activities. Google Slides is used to display material and also to carry out the task of creating procedure text. As for evaluating, according to the research results, the

implementation of Google Forms at SMA Negeri 1 Maos is for the final summative assessment media. Apart from that, based on research results, Google Forms is used to facilitate written tests, such as daily tests.

Based on research results, implementing Google Workspace for Education as a learning medium has several strengths. Collaboration and communication features, as well as ease of accessibility and flexibility, are the main advantages of this media. Apart from that, efficient class management and integrated task management helps teachers and students when using Google Workspace. This learning media also increases educator productivity by facilitating various learning activities. This makes the learning process more fun and attracts students' interest in learning English.

On the other hand, Google Workspace for Education as a learning medium still has several weaknesses. In this application, it requires supporting tools and a dependency on an internet connection. This makes it difficult for some students who do not have supported devices to access this media. Learning is also hampered if there is no internet connection or it is disconnected. Sometimes managing or using all applications in an integrated manner requires time. With a short learning time, it is not enough to utilize all the media needed. Implementation of this media requires training for teachers. Therefore, Teacher A has received education and training for the Google Workspace Trial from the Ministry of Education up to level 3. Despite these difficulties, teachers continue to use Google Workspace Education as a medium for TEFL English learning at SMA Negeri 1 Maos class 10.

## **B. Limitation of Study**

This research was limited by the focus of the study. This research only discussed the analysis of how Google Workspace for Education is used to teach English as a foreign language, not measuring its effectiveness. In addition, research on the use of Google Workspace for Education allows other

researchers to complement and find deeper understanding in the English classroom.

### C. Suggestion

Based on the findings and conclusion in the previous chapter, there are some suggestions that the researcher would like to deliver. The suggestions are as follows:

1. For Teacher

Through this research, it is hoped that teachers can evaluate the use of Google Workspace for Education and solve the problems found. Teachers are expected to be more creative and innovative in utilizing Google Workspace for Education media to increase students' interest in the learning process.

2. For School

With this research, it is hoped that schools can pay more attention to what students and teachers need for the learning process. That way, schools can provide better facilities that can support learning activities in class.

3. For Future Reasearcher

Hopefully, this research can provide benefits for future researchers who will discuss this matter. Future researchers are expected to be able to develop this research so that it can complement existing shortcomings and provide benefits to readers.

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# APPENDICES

## Appendix 1. Certificate of Having Conducted Research



PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SEKOLAH MENENGAH ATAS NEGERI 1 MAOS**  
Alamat : Jl. Raya Maos Nomor 484 Cilacap Kode Pos 53272 Telepon 0282-695049  
Faksimile Telepon 0282-695049 Surat Elektronik info@sman1maos.ach.id

**SURAT KETERANGAN**  
No : 421.4 / 714 / 2023

Yang bertanda tangan dibawah ini :

- |                        |   |
|------------------------|---|
| 1. Nama                | : AMIN, S.Pd.M.Pd                       |
| 2. NIP                 | : 19711008 199403 1 004                 |
| 3. Pangkat Gol./ Ruang | : Pembina Tk.I ( IV/b )                 |
| 4. Jabatan             | : Kepala SMA Negeri 1 Maos Kab.Cilacap. |

Menerangkan dengan sesungguhnya :

- |             |                         |
|-------------|-------------------------|
| 1. Nama     | : AMALIA AULIANISA      |
| 2. NIM.     | : 1978404098            |
| 3. Prodi    | : Tadris Bahasa Inggris |
| 4. Instansi | : UIN SAIZU Purwokerto  |

Bahwa nama tersebut diatas benar – benar telah melaksanakan penelitian dari Bulan Nopember s.d Desember 2023 di SMA Negeri 1 Maos.

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Maos, 8 Desember 2023





## **Appendix 2. Interview Guidline**

### **INTERVIEW GUIDELINE**

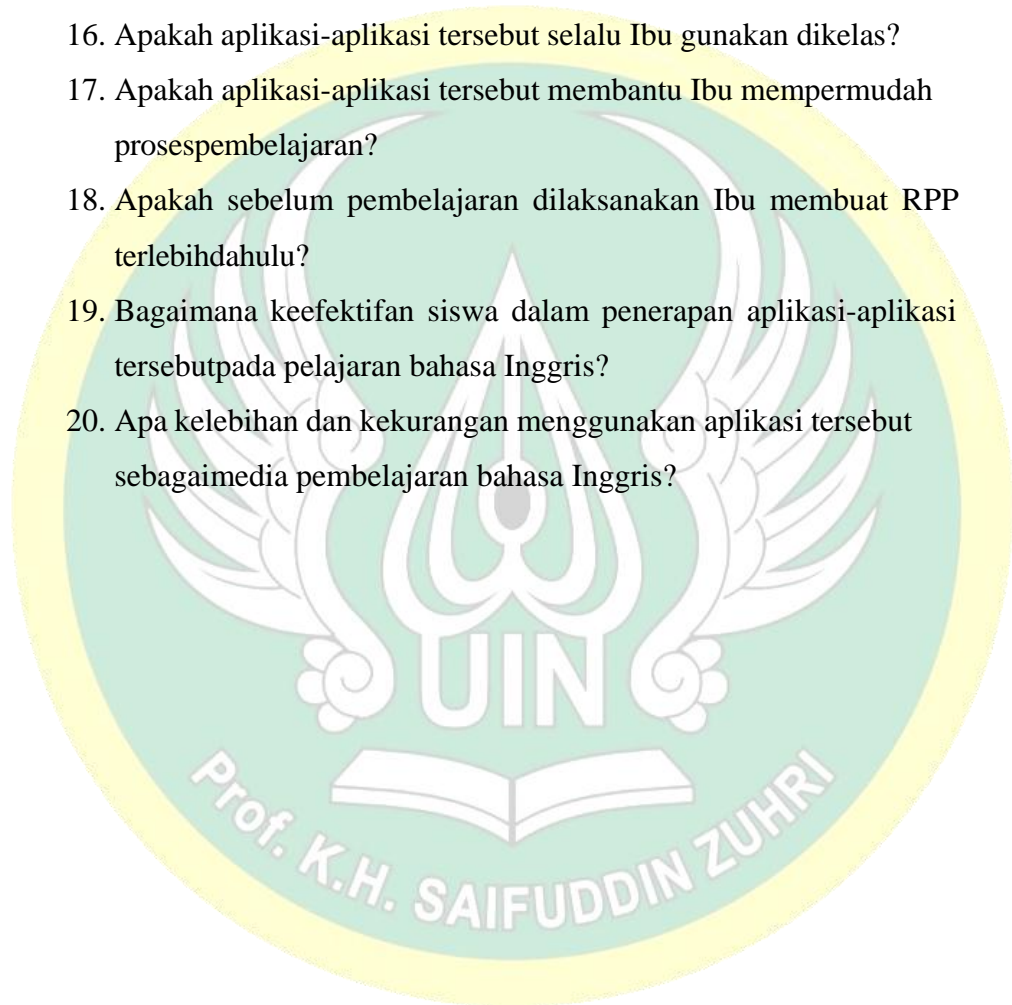
Research focus :  
Interviewee :  
Date :  
Time :

#### Questions:

1. Apakah ibu menggunakan Google Classroom sebagai media dalam pembelajaran bahasa Inggris?
2. Bagaimana Ibu memanfaatkan Google Classroom dan fitur apa saja yang biasa Ibu gunakan?
3. Apakah ibu menggunakan Google Slides sebagai media dalam pembelajaran bahasa Inggris?
4. Bagaimana Ibu memanfaatkan Google Slides dan fitur apa saja yang biasa Ibu gunakan?
5. Apakah ibu menggunakan Google Docs sebagai media dalam pembelajaran bahasa Inggris?
6. Bagaimana Ibu memanfaatkan Google Docs dan fitur apa saja yang biasa Ibu gunakan?
7. Apakah ibu menggunakan Google Forms sebagai media dalam pembelajaran bahasa Inggris?
8. Bagaimana Ibu memanfaatkan Google Forms dan fitur apa saja yang biasa Ibu gunakan?
9. Apakah ibu menggunakan Google Meet sebagai media dalam pembelajaran bahasa Inggris?
10. Bagaimana Ibu memanfaatkan Google Meet dan fitur apa saja yang biasa Ibu gunakan?
11. Apakah ibu menggunakan Google Sites sebagai media dalam pembelajaran bahasa Inggris?
12. Bagaimana Ibu memanfaatkan Google Sites dan fitur apa saja

yang biasa Ibu gunakan?

13. Apakah Ibu menggunakan Google Drives sebagai media dalam pembelajaran bahasa Inggris?
14. Bagaimana Ibu memanfaatkan Google Drive dan fitur apa saja yang biasa Ibu gunakan?
15. Sejak kapan Ibu menggunakan aplikasi dari Google tersebut sebagai media pembelajaran?
16. Apakah aplikasi-aplikasi tersebut selalu Ibu gunakan dikelas?
17. Apakah aplikasi-aplikasi tersebut membantu Ibu mempermudah proses pembelajaran?
18. Apakah sebelum pembelajaran dilaksanakan Ibu membuat RPP terlebih dahulu?
19. Bagaimana keefektifan siswa dalam penerapan aplikasi-aplikasi tersebut pada pelajaran bahasa Inggris?
20. Apa kelebihan dan kekurangan menggunakan aplikasi tersebut sebagai media pembelajaran bahasa Inggris?



### **Appendix 3. Interview Transcript**

#### **TRANSCRIPTION OF INTERVIEW RESULT**

Interviewer : Amalia Aulianisa  
Date : 1 November 2023  
Respondent : Teacher  
Place : SMA Negeri 1 Maos

R: “selamat pagi ibu, apa kabar?”

T: “alhamdulillah baik mba.”

R: “bisa kita mulai ya Bu untuk pertanyaannya?”

T: “silahkan mba.”

R: “apakah ibu menggunakan Google Classroom sebagai media dalam pembelajaran bahasa Inggris?”

T: “iya mba saya menggunakan itu sebagai media pembelajaran di kelas 10.”

R: “bagaimana ibu memanfaatkannya dan fitur apa saja yang biasa ibu gunakan?”

T: “google Classroom saya gunakan sebagai MMS-nya (Multimedia Messaging Service). Ya biasanya fitur untuk unggah tugas. Fitur untuk undang wali jugatapi itu jarang, hanya kadang kita berkolaborasi dengan guru lain.”

R: “fitur undang wali kegiatannya seperti apa Bu?”

T: “ya jadi nanti dalam satu kelas itu kita bisa berdiskusi bersama guru lain yangbisa jadi teman kolaborasi seperti itu.”

R: “lalu apa ibu juga share materi melalui Google Classroom?”

T: “iya, saya share materi juga tugas di Google Classroom.”

R: “lalu apakah ibu menggunakan Google Forms sebagai media pembelajaran? Jika iya, bagaimana pemanfaatannya Bu?”

T: “ya mba saya juga menggunakan Google Forms untuk membuat tes tertulisnya. Secara online gitu ya mba, sama questioner juga.”

R: “itu penilaian untuk ulangan harian atau bagaimana Bu?”

T: “iya betul untuk ulangan harian saja”

R: “apakah ibu juga menggunakan Google Docs sebagai media pembelajaran?”

T: “iya mba, Google Docs juga saya pakai.”

R: “fitur apa saja bu yang ibu gunakan di Google Docs?”

T: “kalau Google Docs itu untuk kolaborasi tugas anak-anak. Fiturnya ya banyak sih, bisa menggunakan menulis dokumen dengan suara, jadi tidak perlu mengetik, lalu ada menerjemahkan bahasa, menambahkan komentar, dan lainnya.”

R: “apa ibu menggunakan aplikasi Google Slide untuk pembelajaran?”

- T: “iya mba, saya menggunakan Google Slide. Sama seperti Google Docs, itu juga untuk kegiatan kolaborasi anak-anak.”
- R: “spesifikasi pemanfaatannya seperti apa Google Slide itu?”
- T: “sebagai display, ya bisa untuk share materi dengan berbasis web, siswa juga bisa share hasil pekerjaan mereka. Cuma memang untuk tugas siswa lebih sering dibuat atau ditampilkan di Google Classroom.”
- R: “mengapa ibu memilih Google Slide untuk share materi?”
- T: “selain melalui Google Classroom saya menggunakan Google Slide untuk share materi, karena itu kan berbasis web jadi lebih mudah diakses, tidak mudah hilang seperti itu mba.”
- R: “oh, sama halnya dengan Google Drive nggeh Bu? Apakah ibu juga menggunakan Google Drive dalam pembelajaran ibu?”
- T: “iya mba, sama saja. Saya menggunakan Google Drive sebagai drive bersama. Mengarahkan siswa untuk bisa mendapatkan dokumen-dokumen penting.”
- R: “lalu apakah ibu juga memanfaatkan Google Sites dalam pembelajaran di kelas ibu?”
- T: “kalau Google Sites itu sebagai web kelas.”
- R: “selain aplikasi-aplikasi tersebut, untuk pembelajaran bahasa Inggris saat ini apakah ibu juga menggunakan aplikasi Google Meet?”
- T: “kalau dulu, saat PJJ (Pembelajaran Jarak Jauh) saya sering menggunakan Google Meet untuk melakukan tatap muka dengan anak-anak. Keadaan pada saat itu kan memang mengharuskan kegiatan belajar mengajar dilakukan secara daring. Jadi hampir semua guru menggunakan Google Meet agar tetap bisa bertatap muka meski lewat layar. Tapi juga ada beberapa guru yang hanya menggunakan Whatsapp. Kalau untuk saat ini mungkin sudah tidak lagi pakai Google Meet ya mba.”
- R: “oh nggeh waktu pembelajaran daring karena ada pandemi Co-vid 19 ya Bu?”
- R: “aplikasi-aplikasi dari platform Google Workspace tadi apakah selalu ibu gunakan dalam pembelajaran di kelas?”
- T: “tidak selalu, hanya sewaktu-waktu saja mba sesuai kebutuhan dan keadaan. Biasanya saya masuk kelas langsung menggunakan buku teks dan sebagainya.”
- R: “disamping penggunaan aplikasi-aplikasi tadi apakah ibu masih tetap menggunakan buku teks?”
- T: “iya masih mba, tetap saya gunakan sebagai pegangan dan acuan materi.”
- R: “lalu bu, terkait dengan RPP, apakah sebelum pembelajaran dilaksanakan ibu membuat RPP terlebih dahulu?”
- T: “iya, ini kan hanya alat saja mba. Untuk RPP tetap ada untuk panduannya.”



- R: "bagaimana pelaksanaan RPP tersebut?"
- T: "sesuai dengan skenario pembelajaran yang ada dalam RPP ya. Cuma dalam pemanfaatan ini ada di kegiatan inti biasanya, karena kan kita juga harus melayani murid sesuai dengan kebutuhan belajar dan karakteristik murid. Kitasesuaikan, anak-anak itu kadang pengen yang prosesnya berbeda. Ada yang suka dengan teks, audio, audio-visual, psikomotorik yang langsung di action- kan, dan sebagainya. Jadi dari proses itu, semuanya pun harus terpenuhi sehingga dengan bantuan Google Workspace menjadi lebih bervariasi baik materi maupun aktivitasnya, untuk mencukupi kebutuhan anak-anaknya."
- R: "untuk menggunakan platform ini kan harus menggunakan perangkat elektroniknya Bu... apakah ibu sudah memiliki kesepakatan dengan siswa untuk hal ini?"
- T: "iya, jadi dari awal itu kan ada keyakinan kelas. Ya salah satunya kita akan menggunakan media yang beragam, maka dibutuhkan alat bantu seperti handphone yang support dan sebagainya."
- R: "apakah hanya handphone saja Bu?"
- T: "iya mba, kita kebanyakan menggunakan handphone. Namun terkadang siswa juga bisa menggunakan laptopnya."
- R: "jadi di kelas ibu, siswa diizinkan membawa dan membuka handphone ya?"
- T: "iya boleh mba."
- R: "lalu dari segi siswa itu sendiri, bagaimana keefektifan platform Google Workspace ini sebagai media pembelajaran yang ibu terapkan?"
- T: "kalau dilihat dari efektifitas sih tetap saja ya mba, yang namanya siswa itu adayang rajin, dan sebagainya sesuai karakteristiknya. Kira-kira 60% lah bisa mengikuti dengan baik, yang lainnya itu mereka terkendala mungkin dari hp nya yang kurang support dan sebagainya."
- R: "lalu bagaimana cara untuk mengatasi kendala itu Bu?"
- T: "ya itu bisa terfasilitasi atau terpenuhi dengan hal-hal yang masih manual. Kalau tidak bisa mengakses, silahkan untuk manual saja. Seperti itu."
- R: "wah bagus sekali Bu. Ibu memberikan fasilitas dari dua sisi ya..., supaya tidakmemberatkan siswa."
- T: "itu juga tidak banyak sebenarnya mba, karena hampir semua siswa disini sudahpunya."
- R: "menurut ibu, apakah platform Google yang dikhususkan untuk edukasi ini membantu ibu mempermudah proses pembelajaran?"
- T: "jelas mba, sangat membantu sekali. Sebagai contoh, biasanya kan kalo mengerjakan tugas siswa itu pakai kertas atau buku, nah itu akan tercecer mba. Kalau pengumpulannya di Google Classroom, itu akan lebih mudah untuk sayapantau dan bisa saya buka sewaktu-waktu. Saya pun bisa langsung

memberikan nilai langsung disitu, kemudian datanya langsung saya import ke Spreadsheet sehingga saya punya daftar nilai secara otomatis dari situ. Yang terpenting adalah saya bisa menghemat waktu, karena kalau misalkan di Google Forms itu jelas saya tidak perlu mengoreksi manual, tidak perlu memasukkan ke daftar nilai dan sebagainya. Langsung saya import ke spreadsheetnya terus udah jadi.”

R: “artinya secara teknis memang sangat membantu ya Bu?”

T: “iya betul mba. Istilahnya mempercepat kita bekerja ribuan tahun lah hehehe.”

R: “hehehe nggeh Bu betul.”

T: “kalau manual yang jelas itu masalah kececer mba. Anak itu mengumpulkan sering keliru, mereka ada yang tidak tahu meja saya dimana, keliru dengan gurulain. Lalu kalau ada yang terlambat mengumpulkan saya tidak tahu. Nah di Google Classroom itu saya kasih due date jadi bisa terlihat siapa yang terlambat mengumpulkan.”

R: “jadi lebih teroganisir juga ya Bu?”

T: “ya betul mba. Dengan aplikasi-aplikasi ini kita juga berkolaborasi bersama.”

R: “menurut ibu, apakah platform Google yang dikhususkan untuk edukasi ini memiliki kekurangan?”

T: “dalam penggunaan aplikasi-aplikasi ini biasanya saya terkendala pertama di alat, karena tidak semua anak memiliki gadget yang support bahkan ada yang tidak punya gadget. Ke dua, internet, kadang sinyal juga tidak stabil, terlebih anak tidak selalu memiliki kuota full. Selain itu saya sendiri juga terkendala dengan waktu. Saya mengajar 10 kelas, sedangkan satu minggu hanya ketemu dua jam. Sedangkan untuk mengaplikasikan semuanya itu masih sangat kurang waktunya sebenarnya. Makanya saya sering memberikan tugas diluar kelas. Kalau dipikir-pikir ya kalau bisa sih pembelajaran bahasa Inggris itu misalkan dalam satu minggu itu empat jam mungkin masih longgar waktunya. Materi sekarang kan agak dikerucutkan lebih rinci dan lebih dalam tapi tidak melebar seperti itu, makanya tugas-tugas diluar itu selalunya ada.”

R: “bagaimana solusi ibu untuk mengatasi siswa yang memiliki masalah dengan handphone?”

T: “solusinya saya coba bantu mereka dengan cara berkelompok dengan siswa yang punya handphone support.”

R: “apakah pihak sekolah memberikan fasilitas untuk bisa mengakses internet seperti adanya fasilitas wifi?”

T: “sebenarnya dari sekolah sudah memfasilitasi beberapa titik untuk bisa akses internet dengan lancar, karena kita kan sudah menggunakan tes online setiap saat. Namun memang entah kenapa terkadang sinyal itu susah mba.”

- R: “oh begitu ya Bu... lalu apakah berarti dikelas ibu selalu ada PR ya Bu?”
- T: “ya... sebenarnya terlalu banyak PR juga kurang bagus ya, tapi PR itu juga untuk meng-upgrade skill mereka dibidang TIK dan sebagainya.”
- R: “untuk log-in ke aplikasi-aplikasi itu bagaimana Ibu mengaksesnya?”
- T: “saya menggunakan akun belajar.id dan di awal saya memastikan anak-anak memiliki akun belajar.id agar bisa mengakses aplikasi yang akan digunakan dalam pembelajaran.”
- R: “sejak kapan Ibu menggunakan aplikasi-aplikasi ini sebagai media dalam pembelajaran bahasa Inggris di kelas?”
- T: “sejak tahun 2020 saya mulai menggunakan aplikasi-aplikasi dari Google. Saat itu kegiatan belajar mengajar harus dialihkan ke pembelajaran daring, jadi mau tidak mau harus bisa memanfaatkan media yang bisa support. Tapi ternyata sayarasa aplikasi ini tidak hanya bisa digunakan saat daring ya jadi saya terapkan juga di kelas saya sejak post-pandemi.
- R: “kira-kira kenapa Ibu memutuskan untuk memanfaatkan aplikasi seperti Google Classroom, Google Docs, Google Slides dan yang lainnya sebagai media pembelajaran Ibu?”
- T: “saya tahu perkembangan teknologi sangat pesat, maka sebagai seorang guru kita harus mengenal teknologi. Pada masa social distance saat itu, kita harus bisa menyesuaikan kolaborasi teknologi dengan kegiatan pembelajaran. Saya mengikuti pelatihan Uji Coba Google Workspace Kementerian Pendidikan. Pelatihannya bertahap; Saya ikuti sampai level 3. Setelah itu saya implementasi aplikasi Google tersebut bersama rekan-rekan saya dan juga dengan siswa di kelas. Dalam pembelajaran tatap muka, aplikasi ini sangat membantu saya untuk menciptakan kegiatan pembelajaran aktif, bahkan secara online.”
- R: “oh Ibu mengikuti pelatihan. Apakah pelatihan itu diwajibkan Bu?”
- T: “ya dari pemerintah mengadakan pelatihan itu agar guru-guru bisa memanfaatkan Google untuk mengajar. Karena kita yang akan mengajar saya rasa itu sangat membantu supaya kita bisa memberikan instruksi kepada siswa.”
- R: “baik Bu, mungkin itu saja. Terima kasih atas kesediaan ibu, mohon maaf mengganggu waktunya.”
- T: “oke mba, sama-sama.”

\*Note:

R: Researcher

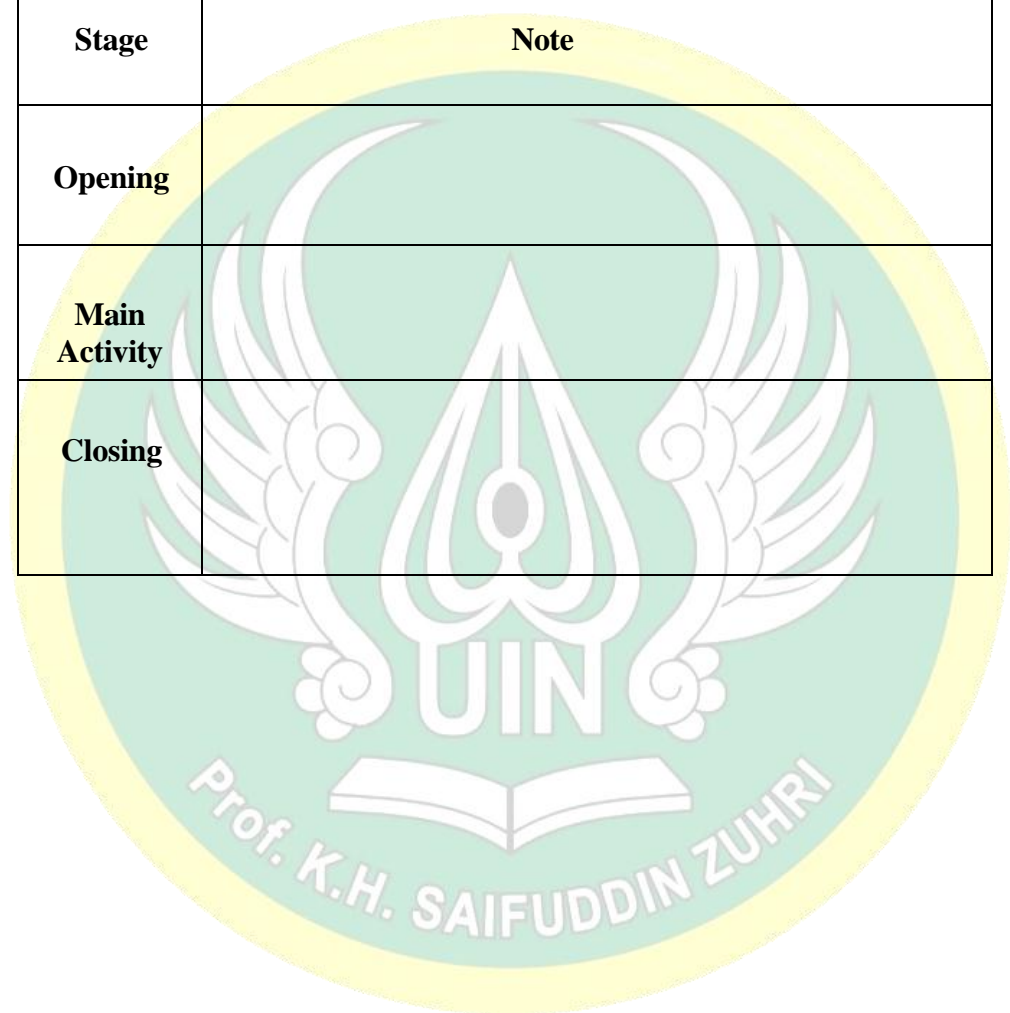
T: Teacher

**Appendix 4. Field Note Guideline**

**FIELD NOTE**

Observer :  
Class :  
Date :  
Time :

<b>Stage</b>	<b>Note</b>
<b>Opening</b>	
<b>Main Activity</b>	
<b>Closing</b>	





## Appendix 5. Field Note Result

### FIELD NOTES 1

Observer : Amalia Aulianisa  
Class : X.E-5  
Date : 6 November 2023  
Time : 07.45 – 09.15

#### Opening

- Salam, doa, dan absensi.
- Menyampaikan tujuan pembelajaran dan menyampaikan penilaian hasil pembelajaran.
- Memotivasi siswa dan ice breaking.
- Mengulas materi sebelumnya (*procedure text*).

#### Main Activity

- Guru meminta siswa untuk membuka draf procedure text yang telah mereka buat secara berpasangan.
- Guru mengarahkan siswa menyusun draf menjadi teks prosedur utuh dengan menggunakan google docs secara kolaboratif.
- Guru membimbing siswa untuk berkreasi mengedit tulisan mereka dengan memanfaatkan tools yang tersedia di google docs.
- Siswa diminta untuk melihat hasil pekerjaan temannya.
- Guru memberikan masukan saat peserta didik membuat tulisan mereka dan memberikan revisi bila diperlukan secara kolaboratif.

#### Closing

- Guru mengajak siswa untuk menyimpulkan materi pada kegiatan hari ini.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan berdoa dan salam.

Catatan: Tidak menggunakan LCD proyektor karena ada gangguan. *Google docs* digunakan bersama secara kolaboratif.

## FIELD NOTES 2

Observer : Amalia Aulianisa  
Class : X E-3  
Date : Tuesday, 7 November 2023  
Time : 07.00 – 08.30

### Opening

- Salam, doa, dan absensi.
- Menyampaikan tujuan pembelajaran dan menyampaikan penilaian hasil pembelajaran.
- Mengulas materi sebelumnya (*procedure text*).
- Memberikan stimulus dengan menayangkan sebuah video procedure text melalui *google slides* dan menanyakan beberapa pertanyaan terkait.

### Main Activity

- Guru menyiapkan siswa untuk mengakses *google slides* secara kolaboratif.
- Guru mengarahkan siswa menyusun draf yang telah dibuat menjadi teks prosedur utuh dengan menggunakan *google slides* secara kolaboratif.
- Guru membimbing siswa untuk berkreasi mengedit tulisan mereka dengan memanfaatkan tools yang tersedia di *google slides*.
- Guru memberikan masukan atau revisi saat siswa membuat tulisan mereka.
- Guru bersama siswa melakukan *ice breaking*.
- Secara berpasangan, siswa mempresentasikan hasil kerja mereka dengan ditampilkan melalui layar proyektor.
- Guru memberikan *feedback* setiap presentasi siswa.

### Closing

- Guru mengajak siswa untuk menyimpulkan materi dan memberikan masukan kegiatan hari ini
- Guru mengakhiri kegiatan belajar dengan berdoa dan salam.

Catatan: • Guru membawa LCD sendiri ke kelas. • *Google slides* digunakan bersama secara kolaboratif.

## FIELD NOTES

Observer : Amalia Aulianisa  
Class : X E-4  
Date : Tuesday, 21 November 2023  
Time : 08.30 – 10.00  
Student : 36 students

### Opening

- Salam, doa, dan absensi.
- Menyampaikan tujuan pembelajaran dan menyampaikan penilaian hasil pembelajaran.
- Mengulas materi sebelumnya (*descriptive text*) menggunakan aplikasi quizis.

### Main Activity

- Siswa membuat kelompok secara berpasangan.
- Guru meminta siswa mencari tokoh-tokoh terkenal di internet.
- Guru mengarahkan siswa menyusun teks deskripsi utuh dengan menggunakan *google docs* secara kolaboratif.
- Guru membimbing siswa untuk berkreasi mengedit tulisan mereka dengan memanfaatkan tools yang tersedia di *google docs*.
- Guru memberikan masukan saat peserta didik membuat tulisan mereka dan memberikan revisi bila diperlukan secara kolaboratif.

### Closing

- Guru mengajak siswa untuk menyimpulkan materi pada kegiatan hari ini.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan berdoa dan salam.

Catatan: Guru membawa LCD proyektor sendiri ke kelas. *Google Docs* digunakan bersama secara kolaboratif.

## FIELD NOTES 4

Observer : Amalia Aulianisa  
Class : X-E (Penilaian Sumatif Akhir Semester 1)  
Date : Friday, 1 December 2023  
Time : 07.30 – 09.30

Pelaksanaan Penilaian Sumatif Akhir Semester 1 mata pelajaran Bahasa Inggris kelas X berlangsung pada tanggal 1 Desember 2023. Penilaian Sumatif Akhir Semester 1 dilaksanakan menggunakan Google Forms dengan jenis soal pilihan ganda dan jumlah soal sebanyak 35. Siswa mengerjakan soal secara serentak pukul 07.30-09.30 di ruang kelas. Siswa mengakses Google Forms menggunakan email akun belajar masing-masing.





*Appendix 6. Documentation Guideline*

**DOCUMENTATION GUIDELINE**

<b>Documentation</b>	<b>Note</b>
Lesson plan	
The documentation from the result of: 1. Observation picture 2. Interview picture	



*Appendix 7. Documentation Checklist*

**DOCUMENTATION CHECKLIST**

<b>Documentation</b>	<b>Note</b>
Lesson plan	✓
The documentation from the result of: 1. Observation picture 2. Interview picture	✓ ✓







## Penilaian Sumatif Akhir Semester 1

ASESMEN SUMATIF AKHIR SEMESTER

TAHUN PELAJARAN 2023 / 2024

Mata Pelajaran : BAHASA INGGRIS

Kelas : X (Fase E)

Hari, tanggal : Kamis, 07 Desember 2023

Waktu : 07.30-09.30

Nama \*

Jawaban Anda \_\_\_\_\_

Kelas \*

- XE1
- XE2
- XE3
- XE4
- XE5
- XE6
- XE7
- XE8
- XE9
- XE10

MULTIPLE CHOICE

\* 2 poin

Choose the correct answer.

MULTIPLE CHOICE

\* 2 poin

Choose the correct answer.

Text 1

Cristiano Ronaldo has very strong determination. He used to train very hard since is childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e., players of righthanded or lefthanded use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

He is also one of the fastest football players in football history. Ronaldo can run very fast; he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous freekick. Ronaldo's freekick speed is approximately 130 kilometers per hour.

While jumping, Ronaldo's G-force is five times higher than that of a cheetah. He can jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records.

makes him one of the richest athletes

Source: Jan SOLO/Flickr/CC-BY-SA 2.0 (2010)Untitled Question

- A. He will use single leg of his dominant side body
- B. He can easily use both of his legs efficiently
- C. He jumps five times higher than that of cheetah
- D. He won trophies and created the most goals
- E. He challenged himself playing along with older players

How did he get known as a rocket man \*

4 poin

- B. He creates many goals
- D. He broke records
- A. He is the top scorer
- C. He jumps very high

This helps Ronaldo to do his famous freekick. (Paragraph 3) \*

2 poin

What does the word "this" in the sentence refer?

- E. Ronaldo's freekick
- D. Ronaldo's speed
- A. Scoring goal

## Final Summative Assessment



## MODUL AJAR

### INFORMASI UMUM

#### A. IDENTITAS MODUL

Nama Penyusun	:	Ipang Suhartini, S.Pd
Satuan Pendidikan	:	SMA N 1 Maos
Kelas / Fase	:	X (Sepuluh) - E
Mata Pelajaran	:	Bahasa Inggris
Prediksi Alokasi Waktu	:	2 JP (45 x2)
Tahun Penyusunan	:	2023/2024

#### B. KOMPETENSI AWAL

Descriptive text is a text that explains and describes a person, place, or thing. It uses adjectives and adverbs. It aims to describe a person, place or thing. It consists of the identification of a person, place or thing and their description.

#### C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

#### D. SARANA DAN PRASARANA

1. Gawai	4. Buku Teks	7. Handout materi
2. Laptop/Komputer PC	5. Papan tulis/White Board	8. Infokus/Proyektor/Pointer
3. Akses Internet	6. Lembar kerja	9. Referensi yang mendukung

#### E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

#### F. MODEL PEMBELAJARAN

*Blended learning* melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

### KOMPONEN INTI

#### A. TUJUAN PEMBELAJARAN

Memproduksi teks deskriptif lisan dan teks deskriptif tulis multimoda tentang *great athletes* sesuai dengan konteks dan tujuan yang hendak dicapai.

#### B. PEMAHAMAN BERMAKNA

Descriptive text is a text that explains and describes a person, place, or thing. It uses adjectives and adverbs. It aims to describe a person, place or thing. It consists of the identification of a person, place or thing and their description.

#### C. PERTANYAAN PEMANTIK

- Who do you think is a great athlete?
- Do you believe that sports shape your virtues? Why?

#### D. KEGIATAN PEMBELAJARAN

##### PERTEMUAN KE-7

##### Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

### **Kegiatan Inti (90 Menit)**

#### **Task 7 Bagian A: Let's Write**

- Guru meminta peserta didik untuk menuliskan informasi dalam tabel yang telah mereka isi dan menambahkan informasi penting lainnya tentang atlet favorit mereka.
- Guru mendorong dan membimbing peserta didik untuk menulis draf mereka menjadi teks prosedur utuh dengan menggunakan **google docs**.
- Guru mengarahkan peserta didik untuk berkreasi menyunting tulisan mereka dengan memanfaatkan **tools** yang tersedia di **google docs**.
- Guru memberikan masukan saat peserta didik membuat tulisan mereka dan memberikan revisi bila diperlukan.
- Guru membantu peserta didik mengorganisasikan tulisan mereka ke dalam *Identiication* dan *Description* yang menjadi struktur generik teks deskriptif.

#### **Task 7 Bagian B: Do a Peer Review**

- Guru meminta peserta didik bekerja berpasangan untuk memeriksa draf tulisan temannya.
- Guru meminta peserta didik menggunakan daftar pernyataan pada tabel di Buku Siswa sebagai rujukan dalam memeriksa draf tulisan mereka.
- Guru membahas draf tulisan peserta didik dengan mengambil salah satu draf tulisan peserta didik sebagai contoh untuk dibahas bersama.
- Guru berkolaborasi dengan peserta didik menggunakan fitur **live comment** untuk memberikan **feedback**.
- Guru meminta peserta didik melakukan revisi pada draf tulisannya masing-masing berdasarkan masukan yang diberikan pada contoh draf.

#### **Task 7 Bagian C: Publish Your Writing**

- Guru melakukan konferensi dengan tiap peserta didik terhadap kualitas tulisannya dan memberikan umpan balik. Berikan waktu peserta didik untuk merevisi hasil tulisan mereka berdasarkan umpan balik dari guru sebelum meminta peserta didik untuk mempublikasikan tulisannya.
- Guru meminta peserta didik untuk mengunggah hasil karya mereka di forum **Google Classroom**.
- Guru meminta peserta didik untuk mempresentasikan hasil karya mereka di depan kelas secara bergantian.

## **E. ASESMEN / PENILAIAN**

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan pada bab, penilaian dilakukan baik di dalam proses pembelajaran, seperti penilaian keaktifan peserta didik berkontribusi dalam diskusi, atau kegiatan lain dan di akhir pembelajaran dalam bentuk proyek yang dibuat oleh peserta didik yang dipresentasikan.

- Guru menyampaikan bahwa peserta didik bekerja sendiri untuk menyelesaikan projek itu.
- Guru menyampaikan bahwa peserta didik dapat menyelesaikan projek ini di luar kelas (atau secara *asynchronous*, apabila kelas dilakukan secara daring).
- Guru menjelaskan langkah-langkah pembuatan projek itu dan rubrik penilaian yang akan digunakan untuk menilai pekerjaan peserta didik seperti dijelaskan di Buku Siswa.
- Guru menyampaikan bahwa peserta didik dapat bertanya atau berkonsultasi selama penyelesaian projek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama peserta didik menyelesaikan projek mereka.
- Ketika projek sudah selesai dikerjakan peserta didik, guru meminta peserta didik untuk menyajikan projek mereka pada kelas dan melakukan penilaian berdasarkan rubrik yang ada di Buku Siswa.

## **F. PENGAYAAN DAN REMEDIAL**

### **Pengayaan**

- Guru meminta peserta didik untuk membaca potongan teks deskripsi tentang seorang atlet Paralympic dan merambah laman yang disediakan untuk mengetahui lebih jauh tentang atlet tersebut.
- Guru meminta peserta didik untuk meneliti dan menulis profil para pahlawan Paralympic yang harus mengatasi rintangan dalam hidup mereka untuk mencapai kesuksesan mereka di bidang olahraga. Peserta didik bisa menggunakan pertanyaan-pertanyaan berikut untuk memandu proses penelitian dan penulisannya:
  - Jenis olahraga apa yang dimainkan sang atlet?
  - Keterbatasan atau kekurangan fisik apa yang mereka miliki?
  - Apa penyebab keterbatasan atau kekurangan fisik tersebut?
  - Rintangan apa yang harus mereka taklukkan?
  - Prestasi apa yang mereka raih selama ini?
  - Bagaimana kisah mereka menginspirasi peserta didik dan masyarakat?
- Guru meminta peserta didik untuk menyajikan tulisan mereka tentang atlet paralimpics yang telah mereka buat dalam bentuk video, dan memberikan pilihan pada mereka untuk menggunakan video media sosial.

### **Remedial**

- Guru menjelaskan bahwa peserta didik perlu melakukan pengecekan terhadap pemahaman mereka pada materi yang diajarkan pada bab ini.
- Guru meminta peserta didik untuk menjawab pertanyaan yang disediakan di Buku Siswa *progress check* itu peserta didik dapat mengukur sejauh mana mereka telah memahami materi yang diajarkan pada bab itu dan mengetahui bagian yang mereka belum pahami dan kuasai. Dengan demikian peserta didik dapat meminta bantuan guru untuk menjelaskan kembali bagian tersebut, atau melakukan pembelajaran sendiri dengan mencari dan mempelajari materi dari sumber yang dapat diaksesnya.

## **G. REFLEKSI**

- Guru menjelaskan bahwa peserta didik perlu melakukan refleksi atas apa yang telah mereka pelajari.

- Guru menjelaskan bahwa releksinya yang mereka lakukan tidak saja penting bagi mereka tetapi juga penting bagi guru karena releksinya peserta didik memberikan gambaran bagi guru bagaimana perasaan peserta didik tentang materi yang sudah dijelaskan, cara guru menyampaikan pembelajaran dan hal-hal yang sudah dipelajari peserta didik.
- Guru meminta peserta didik menuliskan hal-hal yang tidak dipahami dari materi pelajaran yang telah mereka pelajari.
- Guru meminta peserta didik melakukan releksinya poin-poin atau hal-hal yang sudah mereka pelajari pada bab ini.
- Guru menginformasikan pada peserta didik bahwa releksinya yang mereka lakukan mengikuti arahan yang disediakan pada Buku Siswa.

## LAMPIRAN- LAMPIRAN

### *Lampiran 1*

#### **LEMBAR KERJA PESERTA DIDIK (LKPD)**

- Q : What do you think are two most important traits that should be owned by great athletes?  
 A : .....
- Q : What are two physical descriptions that you use to describe Cristiano Ronaldo?  
 A : .....
- Q : Mention two facts about Cristiano Ronaldo that you believe make him a great athlete.  
 A : .....
- Q : What are three descriptive words that you use the most when drawing a person?  
 A : .....
- Q : How did you start your descriptive paragraph? What did you write in the introduction part of a descriptive paragraph?  
 A : .....
- Q : What information did you have/put in the paragraph to describe a person?  
 A : .....
- Q : Write two sentences that you used in your paragraph when you describe physical appearance.  
 A : .....
- Q : Write two sentences that you used in your paragraph when you describe personality.  
 A : .....

### *Lampiran 2*

#### **BAHAN BACAAN GURU DAN PESERTA DIDIK**

- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022, hal. 20-44
- Buku Panduan Siswa Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, hal. 3-28

### *Lampiran 3*

#### **GLOSARIUM**

- **SPORTS**, is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment



- **PHYSICAL DESCRIPTION**, menggambarkan/mendeskripsikan ciri-ciri penampilan fisik sesuatu
- **WRITING ORGANIZER**: representasi visual terhadap sebuah konsep atau pemahaman yang membuat sebuah ide bisa dipahami dengan lebih baik. Bisa dalam bentuk tabel, graik ataupun diagram.

*Lampiran 4*

**DAFTAR PUSTAKA**

- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022.
- Buku Panduan Siswa Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022

Mengetahui,  
Kepala SMA Negeri 1 Maos



Dra. Masripah. M.MPd  
NIP.19660215 199602 2 001

Maos, 12 Juli 2023  
Guru Mata Pelajaran

Ipang Suhartini, S.Pd  
NIP. 19770906200903 2 004



# MODUL AJAR

## INFORMASI UMUM

### A. IDENTITAS MODUL

Nama Penyusun	:	Ipang Suhartini, S.Pd
Satuan Pendidikan	:	SMA N 1 Maos
Kelas / Fase	:	X (Sepuluh) – E
Mata Pelajaran	:	Bahasa Inggris
Prediksi Alokasi Waktu	:	2 JP (45 x2)
Tahun Penyusunan	:	2023/2024

### B. KOMPETENSI AWAL

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may not contain materials, and steps.

### C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

### D. SARANA DAN PRASARANA

- |                   |                            |                              |
|-------------------|----------------------------|------------------------------|
| 1. Gawai          | 4. Buku Teks               | 7. Handout materi            |
| 2. Laptop/LCD     | 5. Papan tulis/White Board | 8. Infokus/Proyektor/Pointer |
| 3. Akses Internet | 6. Lembar kerja            | 9. Referensi yang mendukung  |

### E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

### F. MODEL PEMBELAJARAN

*Blended learning* melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

## KOMPONEN INTI

### A. TUJUAN PEMBELAJARAN

Memproduksi teks prosedur lisan dan teks prosedur tulis multimoda tentang makanan sehat sesuai dengan konteks dan tujuan yang hendak dicapai.

### B. PEMAHAMAN BERMAKNA

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may not contain materials, and steps.

### C. PERTANYAAN PEMANTIK

- What kind of food do you consume regularly? Why did you choose it?
- How do you choose the food you are consuming?
- How does the food you consume impact your health?

### D. KEGIATAN PEMBELAJARAN

## PERTEMUAN KE-6

### Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

### Kegiatan Inti (90 Menit)

#### Draft a Text

- Guru menyampaikan pada peserta didik bahwa mereka akan membuat draf sebuah teks prosedur tulis dalam bentuk multimoda tentang cara membuat makanan / minuman sehat dengan *berkolaborasi pada google docs* yang sudah disiapkan atau cara mengatur pola makan untuk menjaga dan mempertahankan kesehatan.
- Guru meminta peserta didik untuk melengkapi hasil teks mereka dengan tambahan gambar atau keterangan dan menyunting sesuai kreasi mereka menggunakan fitur fitur yang ada dalam *google docs*.
- Guru menyampaikan bahwa peserta didik harus melengkapi draf teks prosedur mereka dengan gambar karena peserta didik harus membuat teks prosedur dalam bentuk multimoda.
- Guru dapat menunjukkan kembali pada peserta didik infograis yang dibahas sebelumnya sebagai contoh teks multimoda yang dibuat peserta didik.
- Guru meminta peserta didik untuk mempresentasikan hasil proyek

#### Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

## PERTEMUAN KE-7

### Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

### Kegiatan Inti (90 Menit)

#### Task 7 Bagian A: Write and Check

- Guru meminta peserta didik untuk menuliskan informasi dalam draf tabel yang telah mereka isi dan menambahkan informasi penting lainnya ke dalam draf tulisan mereka.
- Guru mendorong dan membimbing peserta didik untuk menulis draf mereka menjadi teks prosedur utuh dengan menggunakan *google docs / google slides*.
- Guru mengarahkan peserta didik untuk berkreasi menyunting tulisan mereka dengan memanfaatkan *tools* yang tersedia di *google docs / google slides*.
- Guru memberikan masukan saat peserta didik membuat tulisan mereka dan memberikan revisi bila diperlukan.

#### **Task 7 Bagian B: Do a Review**

- Guru meminta peserta didik bekerja berpasangan untuk memeriksa hasil tulisan teman mereka.
- Guru meminta peserta didik menggunakan daftar pernyataan pada tabel di Buku Siswa sebagai rujukan dalam memeriksa tulisan mereka.

#### **Task 7 Bagian C: Publish Your Writing**

- Guru melakukan konferensi dengan tiap peserta didik terhadap kualitas tulisannya dan memberikan umpan balik. Berikan waktu peserta didik untuk merevisi hasil tulisan mereka berdasarkan umpan balik dari guru sebelum meminta peserta didik untuk mempublikasikan tulisannya.
- Guru meminta peserta didik untuk mengunggah hasil karya mereka di forum *Google Classroom*.
- Guru meminta peserta didik untuk mempresentasikan hasil karya mereka di depan kelas secara bergantian.

#### **Kegiatan Penutup (10 Menit)**

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

### **E. ASESMEN / PENILAIAN**

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan pada bab, peserta didik harus membuat sebuah proyek yang akan mereka publikasikan di media dan laporkan pada guru.
- Guru menyampaikan bahwa peserta didik dapat menyelesaikan proyek itu di luar kelas (atau secara *asynchronous*, apabila kelas dilakukan secara daring).
- Guru menjelaskan langkah-langkah pembuatan proyek itu dan rubrik penilaian yang akan digunakan untuk menilai pekerjaan peserta didik seperti dijelaskan di Buku Siswa.
- Guru menyampaikan bahwa peserta didik dapat bertanya atau berkonsultasi selama penyelesaian proyek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama peserta didik menyelesaikan proyek mereka.



- Ketika proyek sudah selesai dikerjakan peserta didik, guru meminta mereka untuk memublikasikan proyek mereka di media yang mereka pilih dan menyerahkan laporan atau teks yang mereka buat pada guru.
- Guru menilai proyek yang dibuat peserta didik menggunakan rubrik penilaian yang ada di Buku Siswa.
- Guru menyampaikan bahwa peserta didik juga akan menilai proyek yang disajikan oleh teman mereka berdasarkan rubrik penilaian yang disediakan di Buku Siswa.

## F. PENGAYAAN DAN REMEDIAL

### Pengayaan

- Guru meminta peserta didik membaca potongan teks temuan sebuah kajian tentang konsumsi makanan orang dewasa dan merambah tautan laman yang disediakan untuk mengetahui lebih jauh tentang temuan tersebut dan teks yang digunakan untuk menggambarannya.
- Guru meminta peserta didik menuliskan reportase makanan yang mereka makan di rumah pada hari berikutnya dengan mengisi Lembar Reportase Harian Makanan berikut ini:

Hari/Tanggal:

Makanan / Minuman yang dikonsumsi	Makan Siang	Cemilan 1	Makan Siang	Makan Malam	Cemilan 2	Kegiatan	Makanan / Minuman lain
Nasi							
Sayuran							
Buah-buahan							
Susu atau produk olahannya							
Daging/ Kacang-kacangan							
Soda							
Air							

**Catatan:** Peserta didik dapat memodifikasi kolom makanan sesuai dengan makanan yang mereka biasa mereka konsumsi

- Guru meminta peserta didik secara berpasangan memeriksa catatan makan dan bergiliran memainkan peran ahli gizi untuk memberikan umpan balik. Mereka bisa menanyakan hal-hal berikut:
  - Apakah temannya sudah cukup mengonsumsi sayuran?
  - Apakah temannya terlalu banyak mengonsumsi gula?
  - Apa yang harus mereka perbaiki dalam komposisi diet mereka?
- Guru meminta peserta didik merambah tautan laman berikut untuk mengetahui lebih jauh tentang makanan-makanan sehat di Indonesia: <https://gizipedia.org/cerita-anak-gizi/yuk-makan-pakai-panduan-isi-piringku/>
- Guru meminta peserta didik membuat rencana menu sehat selama sehari dengan mengikuti kriteria berikut:

- Judul menu kreatif dan unik. Misalnya: Delicate Dishes
- Mencakup makanan untuk tiga kali waktu makan: sarapan, makan siang, dan makan malam.
- Mengandung penjelasan yang mengundang selera untuk setiap makanan.
- Setiap makanan dari tiga waktu makan itu harus memiliki setidaknya satu makanan dari 5 jenis makanan utama berikut; biji-bijian, daging/protein, sayuran, buah-buahan dan susu/susu.
- Makanan harus memiliki gambar yang mewakilinya sedekat mungkin.
- Sertakan camilan sehat dengan makanan dari setidaknya dua kelompok makanan. Peserta didik dapat menemukannya secara online atau di banyak majalah dan buku masak.
- Desain harus menarik dan tidak mengganggu informasi yang disajikan.
- Gunakan lembar kerja untuk berdiskusi tentang makanan yang akan mereka masukkan ke dalam menu mereka.

Judul Menu:
Sarapan: Biji-bijian: Protein/daging: Buah-buahan: Sayuran: Susu/produk olahan susu: Deskripsi untuk sarapan:
Makan siang: Biji-bijian: Protein/daging: Buah-buahan: Sayuran: Susu/produk olahan susu: Deskripsi untuk makan siang:
Makan malam: Biji-bijian: Protein/daging: Buah-buahan: Sayuran: Susu/produk olahan susu: Deskripsi untuk makan malam:
Camilan Sehat:
Resep camilan sehat:

- Minta peserta didik menyajikan menu mereka dalam bentuk galeri dan minta mereka melakukan *Gallery Walk* (berjalan melihat-lihat galeri) untuk melihat menu teman mereka.

**Remedial**

- Guru menjelaskan bahwa peserta didik harus melakukan pengecekan terhadap pemahaman mereka pada materi yang diajarkan pada bab ini.
- Guru meminta peserta didik untuk menjawab dan melengkapi tabel reviu bab berisi pertanyaan yang harus dijawab peserta didik dan nilai yang akan diperoleh peserta didik.
- Guru menyampaikan bahwa peserta didik harus melakukan reviu bab itu secara individu dan dapat dilakukan peserta didik di kelas atau di luar kelas.
- Guru menyampaikan bahwa peserta didik harus melakukan reviu bab itu tanpa mencontek dari buku, atau menyalin jawaban dari teman.
- Guru menjelaskan bahwa dengan mengerjakan reviu bab itu peserta didik dapat mengukur sejauh mana mereka telah memahami materi yang diajarkan pada bab itu dan mengetahui bagian yang mereka belum pahami dan kuasai. Dengan demikian peserta didik dapat meminta guru untuk menjelaskan kembali bagian tersebut, atau peserta didik melakukan pembelajaran sendiri dengan mencari dan mempelajari materi dari sumber yang dapat diaksesnya.

**G. REFLEKSI**

- Guru menjelaskan bahwa peserta didik harus melakukan refleksi atas apa yang telah mereka pelajari.
- Guru menjelaskan bahwa refleksi yang mereka lakukan tidak saja penting bagi mereka tetapi juga penting bagi guru karena refleksi peserta didik memberikan gambaran bagi guru bagaimana perasaan peserta didik tentang materi yang sudah dijelaskan, cara guru menyampaikan pembelajaran, hal-hal yang sudah dipelajari peserta didik, dan hal-hal yang tidak dipahami peserta didik dari materi pelajaran yang telah mereka pelajari.
- Guru meminta peserta didik melakukan refleksi poin- poin atau hal-hal yang sudah mereka pelajari pada bab ini.
- Guru menginformasikan pada peserta didik bahwa refleksi yang mereka lakukan mengikuti arahan yang disediakan pada Buku Siswa.

**LAMPIRAN- LAMPIRAN**

**Lampiran 1**

**LEMBAR KERJA PESERTA DIDIK (LKPD)**

Q : If you can live with only one food for the rest of your life, what would it be? Why?

A : .....

Q : What comes first when you choose to consume food, should it be healthy or tasty? Why?

A : .....

Q : Mention four examples of processed food that is usually consumed by teenagers.

A : .....

Q : From activity “this or that” in task 4, which food that your classmates choose more, local food or international food? Why?

- A : .....
- Q : Why do you think it is forbidden to eat while you watch TV?
- A : .....
- Q : Name two reasons why numbers are used in the procedure text of giving tips?
- A : .....
- Q : State four nutritious local foods that you can eat on a daily basis.
- A : .....
- Q : Write two sentences that can be used as a conclusion when you write procedure text.
- A : .....

**Lampiran 2**

**BAHAN BACAAN GURU DAN PESERTA DIDIK**

- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022, hal. 93-112
- Buku Panduan Siswa Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, hal. 79-100

**Lampiran 3**

**GLOSARIUM**

- **NUTRITION**, the process of providing or obtaining the food necessary for health and growth.
- **FOOD**, any nutritious substance that people or animals eat or drink or that plants absorb in order to maintain life and growth.
- **DRINK**, a liquid that can be swallowed as refreshment or nourishment.

**Lampiran 4**

**DAFTAR PUSTAKA**

- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022.
- Buku Panduan Siswa Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022

Mengetahui,  
Kepala SMA Negeri 1 Maos

Maos, 12 Juli 2023  
Guru Mata Pelajaran



Dra. Masripah. M.MPd  
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NIP. 19770906200903 2



*Appendix 10. Research Activities*

**RESEARCH ACTIVITIES**



Interview with English Teacher



Observation 1



Observation 2



Observation 3



Observation 4

## CURRICULUM VITAE

### A. Personal Details

Name : Amalia Aulianisa Student  
Number : 1917404098  
Place, Date of Birth : Cilacap, 7 March 2000  
Address : Jl. Margomulyo Rt02/02 Karangtengah, Kec.  
Sampang, Kab. Cilacap  
Name of Father : Kuat Supriadi  
Name of Mother : Warni

### B. Educational Background

#### 1. Formal Education

- a. SD Negeri 3 Karangtengah, graduation: 2012
- b. SMP Negeri 2 Maos, graduation year: 2015
- c. SMA Negeri 1 Maos, graduation year: 2018
- d. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry: 2019


#### 2. Non-Formal Education

Pondok pesantren PPM Elfira 3, 2019-2021

### C. Organization Experiences

1. Ketua PMR Wira SMA Negeri 1 Maos
2. Divisi reblicom Javelin English Club UIN SAIZU Purwokerto
3. Divisi English UKM EASA UIN SAIZU Purwokerto
4. Divisi PKO HMJ TBI UIN SAIZU Purwokerto

Purwokerto, 28 December 2023

  
Amalia Aulianisa  
S.N. 1917404098