Exploring English Teachers' Strategies in Managing Online Learning through Google Classroom

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Abstract

Covid-19 pandemic has changed the learning system from face to face learning in the classroom to online learning at home. It required teachers to explore some strategies in managing teaching and learning process. Teachers are encouraged to have a good competence in managing the classroom such as building and maintaining an optimal teaching and learning process to achieve the learning objectives. This study aimed at investigating strategies used by English teachers in delivering online learning through Google Classroom during this pandemic. It was done through a case study in three classes with three English language teachers at a vocational high school. The data were collected by using questionnaire, interview, and observation. Then, data collection, data reduction, data display, and conclusion were conducted to analyze the data. The results showed that all three teachers encountered some obstacles in managing their online learning through Google Classroom. Most of the problems came from the students' participation, internet connection, and material delivering. As a result, it encouraged the teachers to seek and implement certain strategies that were appropriate to cope with these problems. The results showed that the teachers implemented several online teaching strategies through Google Classroom in engaging students' participation by facilitating students with interactive activities, communicating all updated information via Whatsapp group, adapting the materials from several references, giving assignment in a simple way, encouragingg the students with reward and punishment, and coordinating to each homeroom teacher.

Keywords: *English teachers, google classroom, online learning*.

INTRODUCTION

Covid-19 pandemic gives big impacts for many aspects, including education aspect. This situation makes the Minister of Education and Culture of the Republic of Indonesia to change the learning system from face to face learning in the classroom to online learning at home. As a result, it effected the teaching and learning process especially in classroom management which becomes an essential part for both teacher and students. To adapt with this situation, teachers are encouraged to have a good competence in managing the classroom such as building and maintaining an optimal teaching and learning process to achieve the learning objectives.

According to Gultom and Saun (2016), classroom management is defined to all the things that a teacher manages students, time allocation, and materials delivery, therefore the students can participate actively in the learning process. Classroom management can also refer to any action done by a teacher to cbuild an effective learning environment that

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can assist both academic and social-emotional learning. However, since the adaptation of online learning runs, the teacher must adjust with the current situation. Both teachers and students are required to adapt to the online learning in this pandemic era since they must keep the social distancing, but the teaching and learning process must still run as usual in their house during this pandemic.

In fact, there are several online platforms provided by every school in Indonesia to assist students in this online learning such as Edmodo, Moodle, WhatsApp, Zoom, Google Classroom, etc. Each platform has its own strengths and weaknesses in supporting online learning. According to Appana (2008), the strengths of the online platforms including many aspects such as new market, economic benefits, international partnerships, reduced time to market, educational benefits, anonymity, student interaction and satisfaction, growth and faculty learning curve, and rich feedback and evaluation. In this case, the researcher is focused on educational benefits. A common advantage of online platforms is that students can access all materials and activities anywhere and anytime, so they learn more than just content (Ayu, 2020). Also, Alhumaid (2020) stated that without time and space, teachers can easily conduct a class from any location, responding to students' questions in real-time, proving a more compelling learning experience. As Allan (2008) stated that the use of technology allows students to interact over the web, discuss on share topics, and work on any kinds of assignment even if students are thousand of miles away.

However, it cannot be denied that online platforms also have some weaknesses. Appana (2008) stated that there are some weaknesses of online platform which include the need for start-up funding, adequate time, organizational preparedness, students readiness, differing stages of team development, crisis management, faculty learning curve, members with limited language skills, technical support, team effort synchronous and asynchronous-classroom contexts, costs, accessibility to course materials, delayed feedback, and evaluation and assessment. In this study, the researchers focus on students' readiness, evaluation, and assessment. As matter of fact, , the students should have the suitable technology such smartphone, laptop and internet access to support their online learning experience, as a result, they are ready to face online leaning process. The weaknesses of the online platform can influence the process of evaluating and assessing students' performanace. If the teachers cannot manage the process of teaching and learning well, online platform systems can make them difficult to control students' participation (Agustin & Ayu, 2021). The teachers must have ability or strategy to check whether or not their students actively participate in online learning. Therefore, every school and teacher have their own policy in implementing online platform to support teaching and learning process.

This study was conducted in a vocational high school that used Google Classroom as a platform to teach the students in online learning. One of subject that used Google Classroom is English subject because it is considered more effective to assist both teacher and students in learning English. In Indonesia, English is still considered a foreign language and it looks hard to be spoken, therefore English has a special place in the school curriculum (Ayu and Indrawati, 2018). By considering this condition, English teachers at that school are required to master this online platform to optimize the learning process and objectives by managing the online classroom effectively. Unluckily, it is not that easy for English teachers to adjust this implementation in their online learning process. It is so

challenging for them to invite students in participating in online class by using Google Classroom.

The use of Google Classroom gives impact on teaching and learning process for English teachers on how they manage the online class. Brophy (2006) defined classroom management as the composition of physical space and resources, making and maintaining of rules, routines, and procedures and methods of engaging students' attention. All these concepts are usually implemented by the teacher in the face to face learning in the classroom to make the learning process runs well. However, in the online learning, not all these concepts can be implemented by the teacher based on the online platforms they use. In fact, when teacher use Google Classroom, they usually do some activities such as making and uploading learning materials, giving assignments and projects with enabling submission and deadline setting, providing assessment examination such as quizzes, mid test and final test, managing class group members, facilitating virtual meeting (Brioso, 2017). Those activities can be called online classroom management, where teachers control the class online. It is very challenging for the teachers to build effective classroom management in online classrooms through Google Classroom, especially in building interaction between teacher and students. Sari (2018) stated that interaction in the classroom plays a vital role because by considering the students' behavior can help teacher to manage the classroom. If only some students actively engaged in the online learning, then it can be indicated that the teacher did not manage the classroom well. Consequently, teachers need effective strategies in managing online learning to maximize teaching and learning process.

METHOD

The research method used in this study was qualitative research with a case study approach that aimed to find out the strategies used by English teacher in managing online learning. The subjects of this study were three English teachers at a vocational high school in Bandar Lampung who teach the tenth-grade students, the eleventh-grade students, and the twelfth-grade students. Data we collected through questionnaire, interview, and observation to find out information related to the English teachers' strategies in managing online classroom through Google Classroom in the pandemic era with the following steps:

In this study, the researchers focused on EFL teachers' strategies in managing online classroom through Google Classroom, so the researchers distributed a closed-ended questionnaire to the English teachers through Google Form in the form of Yes/No statements with certain aspects to collect the data that replied in their own words without being constrained by a fixed set of possible responses and could be understood easily by the teachers. Moreover, data obtained also could be analysed more easily and clearly.

To get accurate information related to this study, the unstructured interview was conducted by giving open-ended questions to the English teacher on how they manage an online classroom by using Google Classroom. Since the school required the teachers to come to the school, so the interview was conducted face to face with safety protocols. Furthermore, an observation checklist was conducted to make sure that English teachers have the main actors in managing online classroom through Google Classroom in the pandemic era.

After collecting the data, the the researcher selected data on the simplification and the transformation of the raw data and sorted out the key of data with the research was focused appropriately. Then, selected data were presented in the brief description, charts, table, or graphs, that makes it easy to understand. The last step was drawing the conclusions clearly in this study.

FINDINGS AND DISCUSSION

The data have been obtained from three English teachers for each grade ten, eleven, and twelve through questionnaire, interview, and observation. In this case, the researchers used the result of the answer from the teachers in the questionnaire and interviews with the teachers. There are ten yes/no statements provided as the EFL teachers' overcome the problems in managing online classroom through Google Classroom. The result can be seen in the following table:

Table 1. English Teachers' Strategies in Managing Online Learning through Google Classroom

Statements	Yes	No
I can overcome the difficulty in operating technology during teaching online using Google Classroom.	66,7 %	33,3%
I can make the students follow the online learning process even though some of the students do not have a handphone.	66,7 %	33,3%
I can overcome the difficulties in designing a lesson plan, develop, and explains the material in online teaching using Google Classroom.	66,7 %	33,3%
I canovercome the difficulties in building an effective interaction and discussion in an online learning class using Google Classroom.	33,3%	66,7 %
I am able to overcome the difficulty in giving instructions to the students in the online class using Google Classroom.	66,7 %	33,3%
I am able to overcome the difficulty in giving an assignment or homework to the students using Google Classroom.	100%	0%
I can overcome the difficulty in assessing students' assignments or homework in an online class using Google Classroom.	66,7 %	33,3%
I can overcome the difficulty in giving feedback to the students' assignments or homework in an online class using Google Classroom.	66,7 %	33,3%
I can overcome the difficulty in providing a remedial exam using Google Classroom for the students.	66,7 %	33,3%

From table above, it could be seen that there were several online teaching strategies to overcome the problems in managing online classroom through Google Classroom.

There were ten items related to the EFL teachers' strategies to overcome the problems in managing online classroom through Google Classroom. From ten items, one statement gained 100%, then eight items gained 66,7%, and the last only one statement gained 33,3%, which were stated by three English teachers.

First of all, the explanation of the item gained 100% was statement 7. It was regarding the strategies in overcoming the difficulty in giving an assignment or homework to the students using Google Classroom. All three English teachers stated that they could overcome the difficulty in giving an assignment or homework to the students using Google Classroom.

Then, the explanation of the item gained 66,7%. The first item was statement 1. It was regarding the strategies in overcoming signal issues in online teaching using Google Classroom. Two teachers stated that there was no signal issue in online teaching using Google Classroom, but one teacher stated that there was a signal issue in online teaching using Google Classroom. The second item was statement 2. It was regarding strategies in overcoming the difficulty in operating technology during teaching online using Google Classroom. Two teachers stated that there was no difficulty in operating technology during teaching online using Google Classroom, but one teacher stated that she could overcome the difficulty in operating technology during teaching online using Google Classroom. The third item was statement 3. It was regarding strategies in making the students follow the online learning process even though some of the students do not have a handphone.

Two teachers stated that they could overcome the problems in making the students follow the online learning process even though some of the students do not have a handphone. One teacher stated that she could not overcome it. The fourth item was statement 4. It was regarding the teachers' strategies in overcoming the difficulties in designing a lesson plan, develop, and explains the material in online teaching using Google Classroom. Two teachers stated that they could overcome the difficulties in designing a lesson plan, develop, and explains the material in online teaching using Google Classroom. One teacher stated that she could not overcome it. The fifth item was statement 6. It was regarding teachers' strategies in overcoming the difficulty in giving instructions to the students in the online class using Google Classroom. Two teachers stated that they could overcome the difficulty in giving instructions to the students in the online class using Google Classroom, but one teacher stated that she could not overcome it. The sixth item was statement 8. It was regarding the difficulty in assessing students' assignments or homework in an online class using Google Classroom.

Two teachers stated that they could overcome the problems in assessing students' assignments or homework in an online class using Google Classroom, but one teacher stated that she could not overcome it. The seventh item was statement 9. It was regarding teachers' strategies in overcoming the difficulty in giving feedback to the students' assignments or homework in an online class using Google Classroom. Two teachers stated that they could overcome the difficulty in giving feedback to the students' assignments or homework in an online class using Google Classroom, but one teacher stated that she could not overcome it. The last item which gained 66,7% was statement 10. It was regarding teachers' strategies in overcoming the difficulty in providing a remedial exam using Google Classroom for the students. Two teachers stated that they could overcome the

difficulty in providing a remedial exam using Google Classroom for the students, but one teacher stated that she could not overcome it.

The last explanation of the statement gained 33,3%. The only item that gained 33,3% was statement 5. It was regarding teachers' strategies in overcoming the difficulties in building an effective interaction and discussion in an online learning class using Google Classroom. One teacher stated that she could overcome the difficulties in building an effective interaction and discussion in an online learning class using Google Classroom, but two teachers stated that they could not overcome it.

To invigorate questionnaire results, the researcher interviewed English teachers. The results of the interview also described several online teaching strategies that were applied by English teachers to overcome the problems in managing online classroom through Google Classroom.

T1 : I just contact them through the WhatsApp group, if still there is no response, I will contact them personally, sometimes I call them to make sure they are attending the online classroom.

T2 : Firstly, the students can contact me, make an appointment, and come to the school and I will give them the explanation and also the task related to the material.

T3 : I just contact them through WhatsApp group, if still there is no response, I will contact them personally, sometimes I call them to make sure they are attending the online classroom.

From the first excerpts, it could be inferred that teachers' strategies in overcoming the problems if students could not attend the class and make students can follow the learning process was contacting them through WhatsApp group. It must be done by them since sometimes students forget the schedule of the class.

T1 : The second option is that, for those who do not have a smartphone they can come to school and ask me about the material and I will explain to them.

T2 : Another option, they can come the school and enter to the computer lab and access the Google Classroom from there.

T3 : for those who do not have a smartphone, they can come to school and ask to me about the material and I will explain to them.

From the third excerpts, it could be inferred that there were other options for the teachers to overcome the problems if students could not attend the class and make students can follow the learning process that was the students were allowed to come to the school and ask the teacher about the material and teachers will explain to them. Also, the students could enter the computer laboratory to access the Google Classroom as the platform used by the school in online learning. It must be done by the teachers especially for those who did not have a smartphone to access the internet.

T1 : I just search for some interesting sources from Google, Youtube, and others that will be given to the students related to the material. For example, the material is about English songs, for sure I give them the song which fits their age and so on. Therefore, it will be easier to explain the material to the students.

T2 : I try to discuss with another teacher in another vocational school, I ask them how to overcome this problem? How to implement the lesson plan in online learning. After that, I just combine my opinion and instinct to overcome it.

T3 : In developing the material, I just see the syllabus first, the look at the easiest or the lowest basic competency then I can decide which media fits the material. It can be from Youtube, Google, and many more. Therefore, it will be easier to explain it to the students.

From the fourth excerpts, it could be inferred that there were some ways for teachers' in overcoming the difficulties in preparing, developing, and explaining the material in online teaching using Google Classroom. T1 and T3 have almost done the same way that they have to look at the syllabus and lesson plan and chose the lowest part of the basic competency of Bloom's taxonomy, then teachers decided the medium/media fits with the material. It could be from Youtube, Google, and many more to make it easier for them in explaining the material to students. Another side, T2 has a different way of overcoming the difficulties in preparing, developing, and explaining the material in online teaching using Google Classroom. T2 tried to discuss with other teachers from another vocational school. She asked them how to overcome this problem, also how to implement the lesson plan in online learning. After that, she just combined it with her opinion and instinct to overcome it.

T1 : I think until now in building interaction with the students in online learning through Google Classroom is like an unsolving problem, it is so hard. However, the other way to solve this problem is just by contact them through WhatsApp.

T2 : It is still being the biggest problem in online learning. I have to open my WA all the time, but at work-times to give space to the students to ask about their problems during the learning process. But sometimes, students do not mention their name, so how can I know which one. So, I try to be super patient.

T3 : I think until now in building interaction with the students in online learning through Google Classroom is like an unsolving problem, it is so hard. However, the other way to solve this problem is just by contact themthrough WhatsApp.

From the fifth excerpts, it could be inferred that handling the difficulties in building a good interaction and discussion in online learning using Google Classroom was still being the hardest part of online learning. All the teachers stated the same opinion that they agreed that building interaction in online learning especially using Google Classroom was still being the biggest problem that could not yet be solved for some reasons above. Therefore, teachers just used WhatsApp as the platform for both teachers and students to make an interaction. Moreover, T2 stated that she already open her WhatsApp, but some students did not mention their name in asking the material, so how she could know the students' name. She just tried to be patient.

T1 : I try to make the easiest question, it can be in a form of an essay or multiple choice with a few numbers, therefore students able to do it individually.

T2 : I try to give the students the quiz with the quizizz application. This application can make the students interesting to answer each question because there are some pictures, music, and colorful.

T3 : In solving this problem, I usually offering them a question and answer session before giving them assignments.

From the interview, it could be inferred English teachers applied six strategies to overcome the difficulties in managing online classroom through Google Classroom. The strategies were communicating with students through WhatsApp, attending to the school directly for those who did not have a smartphone, looking at the references, providing a

task in a simple way, triggering the students with reward, and asking help to each homeroom teacher.

Furthermore, to support the questionnaire and interview results, the researcher observed the English language teachers when teaching English using Google Classroom. The results of observation relating to the EFL teachers' ways to overcome the problems in managing online classroom using Google Classroom could be seen in Table 4.8.

Table 2. The Observation Results of English teachers' Strategies in Managing Online Learning through Google Classroom

No.	Observation Aspects	T1		T2		T3	
		Yes	No	Yes	No	Yes	No
1.	The teacher can handle the difficulty when facing poor signal or limit internet data.	✓		✓		✓	
2.	The teacher can handle the difficulty of handphone/laptop in teaching online.	✓		✓		✓	
3.	The teacher can handle the difficulty in operating technology.	✓		✓		✓	
4.	The teacher can make the students follow the online learning process even though some of the students do not have a handphone.	✓		✓		✓	
5.	The teacher can design a lesson plan for the online learning class.	✓		✓		✓	
6.	The teacher can prepare the material in the online learning class.	✓		✓		✓	
7.	The teacher can develop the material in the online learning activity.	✓		✓		✓	
8.	The teacher can explain the material in the online learning activity.	✓		✓		✓	
9.	The teacher may give a follow-up explanation if there is a student who has not understood the material yet.	✓		✓		✓	
10.	The teacher can handle the difficulty in building good communication with the students	✓			✓	✓	
11.	The teacher can handle the difficulty in building a good interaction in an online learning class.	✓		✓		✓	
12.	The teacher can handle the difficulty in instructing the students in the online class	✓		✓		✓	
13.	The teacher can handle difficulty in giving an assignment or homework to the students.	✓		✓		✓	

14.	The teacher can assess the students' assignments or homework.	✓		✓		✓	
15.	The teacher can handle difficulty in giving feedback to the students.	✓			✓	✓	
16.	The teacher can handle the difficulty in providing a remedial exam for the student.	✓				✓	

Based on the observation results above, it could be seen that English teachers applied several online teaching strategies to overcome the problems in managing online classroom through Google Classroom. The strategies were communicating with students through WhatsApp, attending school directly for those who did not have a smartphone, looking at the references, providing a task in a simple way, triggering the students with rewards, asking for help from each homeroom teacher.

Discussion

From the findings, it showed that the teachers implemented several online teaching strategies through Google Classroom in engaging students' participation by facilitating students with interactive activities, communicating all updated information via Whatsapp group, adapting the materials from several references, giving assignment in a simple way, encouragingg the students with reward and punishment, and coordinating to each homeroom teacher.

The first strategy applied by the teachers to overcome the problems in managing the online classroom through Google Classroom was communicating with the students through WhatsApp. Since WhatsApp has a special feature to create a specific group to enhance communication intensively among the members of the group within its boundaries (Sari & Putri, 2019). All teachers stated that there are a lot of students who did not join the online classroom and submit the assignment. It was really hard for the teachers to control the students' whether the students understand the material or not. Therefore, teachers usually contact the students directly in order to remind them about the online classroom and also the newest assignments that they have to do it. Stewart (2008) stated that the teachers' best role in such situations may be to act as a moderator and remind students of their need to be tactful and respectful of the opinions of others, despite disagreements. For those students who did not join the online classroom and also submit the assignment, teachers also tell them to rejoin and resubmit the assignment in order to fulfill their grades. It must be applied by the teachers in order to give controlled materials to the students to reach the goal of teaching and learning process since the aim of giving controlled materials is a means to avoid having a misconception about the advantages for both teachers and students (Yuliansyah & Ayu, 2021).

The second strategy applied by the teachers to overcome the problems in managing online classroom through Google Classroom was attending school directly for those who did not have a smartphone. As stated by the teachers that there are some students who did not have a proper smartphone. Since in online learning students need is computer or android connected to the internet network to support the teaching and learning process (Efriana, 2021). Therefore, teachers tell to their parents to come to the school directly, but one by one, not in the group since it deals with health protocol in the pandemic situation.

Teachers will guide them with the same material and assignments as other students. Also, teachers offer the students to use the computer in the computer laboratory room to access the Google Classroom. It must be done by the teachers in order to be fair to all the students to get the same portion of the lesson. Anderson (2020) strengthens these ways because related to internet connection issue and other techinal issues such as students did not have a smartphone during the online learning teachers might instruct their students to do handwritten assignment which later could be captured and submitted electronically.

The third strategy applied by the teachers to overcome the problems in managing an online classroom through Google Classroom was looking at the references. As stated by the teachers, developing the material was hard, since there are only a few students who were actively participated in online learning using Google Classroom. How to developed the material if the teachers did not know students' understanding of the material given. Therefore, teachers always look at the proper references and other related references to develop the material as clear as they can to make a better understanding for the students in accepting the material. Since most teachers still collected the material from textbooks and the internet as long as it relates to learning materials represented students' learning Standard Competency (KD) (Tathahira & Sriayu, 2020). It must be done by the teacher because the teacher has to provide proper guidance and feedback to successfully use online communities which are students (Sari & Wahyudin, 2019).

The fourth strategy applied by the teachers to overcome the problems in managing the online classroom through Google Classroom was to provide a task in a simple way. As stated by the teachers that there are a lot of students lazy to do the assignments because they did not understand the material, teachers make and provide the task/assignment in a basic way. Teachers have to avoid giving students complex assignments and many individual works under limited learning sources available at home during the pandemic era (Morgan, 2020). For example, as stated by T2, she made a task in a form of multiple choices with a range of 5-10 numbers and fill in the blank with rage 5 number only. Also, she used one application in order to make the students passionate and interesting in answering each question. The name of that application is Quizizz. In Quizizz there are some pictures, music, and colorful. Learners should be provided with an interactive learning environment where they can actively engage in the teaching and learning process and encourage their interaction with the facilitator and others peers, not only during the class but also after the class (Sari & Putri, 2019). It must be done by the teachers to assess the students' work later on.

The fifth strategy applied by the teachers to overcome the problems in managing online classroom through Google Classroom was triggering the students with rewards. As stated by T1 and T2 that in making the students do the assignments was really hard, but they have applied the strategies to make students interesting to do the assignments. They triggered the students with a reward. Those who can submit the assignment fastly they will get a reward. Based on Raharjo & Pertiwi (2020) giving a reward to the students was considered as integrative motivation to attract them to interest in learning. The faster they submit the assignment before the deadline, the better grade they get. It must be done by the teachers in order to increase the students' willingness to join the online classroom for each meeting. Mustakim (2020) supports this effort that students will be more interested

in participating in the online classroom if the teachers could make the learning process more fun and interesting.

The last but not least, the strategies applied by the teachers to overcome the problems in managing online classroom through Google Classroom was asking help from each homeroom teacher. As T2's statement that if there are students who have many problems during the online classroom she will asking help to teach homeroom teacher to tell about the problem facing by students since it was not only English teachers responsible but also a homeroom teacher for each class. The role of the homeroom teacher was needed for both the regular teacher and students. When the students faced some problems such as less response on one subject, or less response to one teacher, therefore the role of the homeroom teacher could interact with that students, talking to them, sharing their problems, and adjust their character to know the root of the problems and find out the solution (Rahmawati, 2020). Efriana (2020) supported the teachers' effort that teachers might ask the homeroom teacher to inform them toward the students' problem in learning. Therefore, between English teacher and homeroom teacher, there must be continuous cooperation to make the online classroom using Google Classroom runs well.

CONCLUSION

Based on the results of the research and discussion that have been described in the previous discussion, it can be concluded that EFL teachers applied seven online teaching strategies to overcome the problems in managing online classroom through Google Classroom. The strategies were communicating with students through WhatsApp; attending school directly for those who did not have a smartphone; looking at the references; providing a task in a simple way; triggered the students with rewards; asking for help from each homeroom teacher. It is proved that Google Classroom extremely helps teachers to communicate with students, organize class events and materials, and keep records. It is suggested to the teachers to explore more interactive activities in Google Classroom to engage students' participation.

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