

Teachers' TPACK in Teaching English through Google Classroom Platform

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ABSTRACT

This study concerns with how teachers apply TPACK for teaching English through Google Classroom platform for vocational high school. The objectives of the study are to find out how teachers apply TPACK for teaching English through Google Classroom and the teachers' difficulties in applying TPACK for teaching English through Google classroom platform for vocational high school. The subjects of this research are three English teachers who used Google Classroom platform in teaching English class. An interview was conducted to collect the data and it was described by using the descriptive qualitative method. It showed that learning and teaching process by using Google Classroom is different with face-to-face interaction. It makes teachers must adapt because teacher found difficulty to use any method and strategy when using Google Classroom. Furthermore, teachers prefer to share Pdf or Word files rather than video because video has a large capacity. Students who couldn't connect their devices to the internet couldn't fill in the register and were late to submit the assignments.

Keywords: Google Classroom, TPACK, Teaching English, E-learning

INTRODUCTION

In 21st century, we live in an era of globalization. Information Communication Technology, education, and science-technology are the main pillars of the knowledge society. Boholano (2017) said that teachers who used ICT do not automatically improve teacher and learning. Teachers must do something to motivate learners. The strategies used by the teacher impact the improvement of the teaching-learning process. Technology helps the teacher because it is the facilitation of the teaching-learning process effectively.

Furthermore, Wagiran (2011) states that the teacher's competence related to technology is important nowadays. The teacher technology competencies are a teacher masters technology standards that are defined as proficiency in using information and communication technology in the classroom. According to Resta & Bursonm (1998) cited

in Wagiran (2011), there are four general domains of teacher technology competence; First, basic technology operation is the ability of teacher for using a computer, access, and manage the data. Second, personal or professional use of technology tools; applying various computer devices to communicate, collaborate, and problem-solving.

Besides, a teacher who uses online learning must have TPACK as a teacher' competency. Based on Hidayati et al. (2018), Technological Pedagogical Content Knowledge (TPACK) is an important thing for the development of a professional teacher. TPACK means teachers' ability to facilitate students. A good learning process needs complex understanding that correlates three knowledge resources; technology, pedagogy, and content. TPACK includes E-learning. Lestiyawati & Widyantoro (2020) say that E-learning is the learning and teaching process depending on the technology and the Internet. Therefore, the hardware and software, including unlimited internet access, must be provided to make sure that E-learning objective is achieved. When the COVID-19 attacks, the E-learning system is to be held to adjust the teaching and learning process from home, Then, teachers choose one of the E-learning types that is Google Classroom.

According to Harjanto & Sumarni (2019), the use of Google Classroom is a teacher can create and post content materials for students simply and flexibly, or both students and teachers can access and use Google Classroom in any gadgets, such as personal computer and smartphone. It is also safe and secure because to enter Google Classroom, students must enter the class code or based on teacher's invitation through e-mail. However, teachers face problems in the implementation because they don't get used to the application. Some teachers found difficulty in accessing the technology because they have to adjust it quickly in short time. Then it makes an impact on students because teachers have difficulty explaining the material of E-learning. Therefore, this study focuses on the teacher's difficulties in teaching English by Google Classroom.

LITERATURE REVIEW

TPACK (Technological Pedagogical Content Knowledge)

In the century 21st, people using technology in daily activities is a skill that people have to master. Hidayati et al. (2018) said that TPACK can help teachers arrange software learning. TPACK can integrate the substance of pedagogic, content, and technology in the

learning process. From TPACK, we know that teacher's knowledge about how to facilitate students learning from certain content by pedagogic and technology approach. Besides, Meinara (2018) states that TPACK help teachers learn to operate technology, and trusted to stimulated deep learning and useful experiences. Some critical features are suggested; their professional development, learning process more meaningful, collaboration with each other help them decrease loads, working based on curriculum, reflection, feedback on their performance, and longer time.

E-learning

At the beginning of the third millennium, E-learning was introduced. It makes users can access course material everywhere via the internet. Khamparia & Pandey (2017) explain that the learner can improve and encourage E-learning in the class E-learning as a means of education that incorporates self-motivation, technology, and communication. It uses internet technologies to give solutions to knowledge performance. Besides, E-learning is hampering the time because students are not diciplined. For example, students may only check their online agenda once a week, or even less, making it impossible to achieve goals. Meanwhile, Muslimah (2018) states that E-learning is learning by electronic technologies that are delivered online. E-learning makes the learner easier, such as submit tasks, sharing files or material and give quizzes. E-learning has been applied to many institutions (e.g., school and university). Through E-learning, both students and teachers can easily communicate, and teachers can give assignments online.

Learning Media

Media have important roles in learning. Media can make both students and teachers attract attention in class. Sakat et al. (2012) say that using media such as computers, multimedia software can make students actively involved and choose various exercises and questions provided in the software. Teachers and students have a strong connection with computers. The media can also increase students' motivation with attractive multimedia use because of their convenience and enjoyment in learning. They can more incline to learn a new topic in their learning. Technology-aided learning media can provide an experience that is different from conventional learning. Media are also facilitated between students and teachers during teaching and learning. Akrim (2018) adds

that learning media are very helpful for teachers to understand the classroom atmosphere. The media will attract student's attention to their teachers and classmates even though the material is hard. It will take less time with innovative and creative media.

The advantage of using media based on Pedagogy in Action (2018) cited in Muslimah (2018) is that media can obtain students' attention and hold on to students' interests. Students can sharpen their analytical skills, see concepts and new examples. Experience world beyond their own. Through media, students can value and become wise when using media to learn to access the material.

Skills and Competencies of English Teacher

In Indonesia, English is a foreign language. A good teacher is very necessary for the learning process, but not all good teachers can teach English in a good manner at all stages. It all depends on their experiences about their teaching at the secondary or higher secondary level. To teach at different levels, a teacher needs to have caliber and qualities appropriate for that level. According to Gupta (2019), there are some principles of teaching English that has been identified as critical to successfully teaching students; Know your student and motivation to learn English, create a welcoming classroom environment, build background knowledge when the teaching-learning process, provide comprehensible input by building vocabulary, more active and fun when interaction and discussion happens, and conduct ongoing review and assessment.

From the study, we know that teachers' pedagogical competence can realize lesson plan to teaching practice. When it is found that in reality the teacher has not gone through the scientific approach stage as planned, the teacher must make adjustments.

Google Classroom

Based on DiCicco (2016), Google Classroom is a tool for teachers to create and manage a digital classroom for students to communicate with their teachers. It is a free application that units e-mails and documents to save into storage. There are videos, files, links, announcements, and assignments uploaded by the teacher for students to retrieve and view. When students submit their assignments, they can post on the teacher's board or the classroom board. Google Classroom allows learners to discuss topics learned in

class and teachers to view students' post comments and discussion. Video segment, PowerPoint presentations, documents can be posted simultaneously.

Whereas Iftakhar (2016) says that Google Classroom is a platform to help teachers manage the creation and submit the assignments in a; paperless environment such as; Google Docs, Drive, and other apps. Goggle Classroom makes teachers spend more time with their students and less time on paperwork. It is showed that Google Classroom is to facilitate paperless communication between teachers and students.

METHOD

We applied descriptive qualitative research. In this research, the subject were three teachers in different grades and courses at SMK 2 Kota Tegal. The first teacher, CW (female), taught grade X TKJ, XI TKJ and XII AKL. The second teacher, AN (female), taught grade XI AKL, XI OTKP, and XII AKL. The third teacher, EK (female), taught X AKL, X BDP, XI BDP, and XII BDP.

In collecting the data, the teachers used the lesson plan by changing "learning in classroom" to be "Google Classroom". Interview were used in this study. The interview questions consist of 39 questions. The researcher gave questions about how Google Classroom is applied by teachers in teaching English and teachers' difficulties in teaching English by applying Google Classroom.

The interview was conducted in Bahasa Indonesia questions and teachers also gave their responses in Bahasa Indonesia. Before conducting the interview, the researcher gave list of interview questions to the participants. After interview, the researcher selected the data to be presented and codes to make it easier to distinguish. The researcher described and interpreted the findings. Then the data were presented in English. Lastly, drew the conclusion based on the data analysis.

RESULTS AND DISCUSSION

Result of Interview

The data was found in the interview with the teachers then transcribed the recorded interview between the researcher as an interviewer and three English teachers as an interviewee who taught English by Google Classroom in SMK Negeri 2 Kota Tegal. Furthermore, the English teachers answer the researcher's questions and give information

about the applying of Google Classroom. After transcription the data, the researcher found the result presented as follows:

The Application of Google Classroom for Teaching English

a. Pedagogical Knowledge:

Teacher 1 argued that the preparation that teacher 1 should prepare is the teaching material. Teacher 1 usually type from books but look for other material on the internet for additional. She prefers to send a file or pdf rather than power point because pdf or file is more detailed to describe the material. Then Teacher 1 gave the attendance list in Google Forms. Teacher 1 asked the students about the material today and gave them the material. For evaluation, Teacher 1 gave them an assignment and the assignments must submit maximal 7 days from the day.

Teacher 2 argued she always used a book as supporting media and references. Furthermore, the students will understand more, and Google Classroom is easier if they have a book. After all, preparation was done, the teacher started to give the students some material about the learning topic. Then we discussed the learning process and gave them questions in Google Classroom but sometimes in Whatsapp. Furthermore, the assignment will be given at the end of the learning lesson. This assignment depended on the learning topic. Teacher 2 also gave the students a chance to ask questions related to the material learned. It was done to make the students active in the class. For evaluation, Teacher 2 gave them an assignment. Then Teacher 2 only gave them chance to submit the day.

Teacher 3 argued that the assignment in the form Word file of Pdf because it was simpler than audio, video, and link. For the assessment, Teacher 3 said it is pretty good and effective because it shares the students' scores. At the end of the meeting, Teacher 3 shared the students' score but for evaluation, Teacher 3 gave them quizzes because not everyday she gave the assignment because the material should be done first. If Teacher 3 gave the assignments, students must submit maximal 7 days or 1 week after the day.

b. Technological Knowledge

Based on the result of interview, all the teachers in this research said that Google Classroom is very useful and helps the students and the teacher in the learning and teaching process. There is a feature like a score and a score can directly the teachers write and send to the students. Students also know how their score. Google Classroom is free to use, just download it in Playstore and both teachers and students don't need to pay for this

application even the teachers and students must connect with the internet. Besides students will know the score, students will appear notifications if the teachers send assignments. Furthermore, teachers also can share a file or link to the students. The feature asks for the students also include Google Classroom. When the Teacher gave the questions, students can answer in a comment. To know the students understand the lessons, Teacher 1 will check from their assignment.

Teachers' Difficulties in Teaching English by Google Classroom

a. Pedagogical Knowledge

Teacher 1 argued that the difficulties teachers in teaching English by Google Classroom are the students less enthusiastic about the learning process by online or Google Classroom. Teacher has difficulty to increase students' motivation because teacher just only gave the motivation only written, not spoken. Students also didn't submit the assignment even the teacher gave time to submit the assignment. Furthermore, the learning process result was no more good than learning lessons in the classroom or face to face. For student's enthusiasm also less because when Teacher 1 crosscheck in the face to face or the comments column, Moreover, the result or the score of students who teaching and learning English by Google Classroom is didn't effective. If students must change, it's better to report to the teacher or send the assignment via Whatsapp. If the students can't send via Whatsapp, the students must write down the assignment on a piece of paper then came to the school for gathering the assignment for Teacher 1.

Teacher 2 argued that student' enthusiasm is the most difficult problem in teaching and learning. They actively asked in the comment column if they didn't understand but sometimes they were late to fill in register and didn't submit their assignment on time. As we know, English is a language skill and it's better to learn face to face than learning online. In the teaching and learning process in the classroom, teachers can explain the material in more detailed, students also can ask the teacher directly and students can discuss the assignment with their group.

Teacher 3 said the enthusiasm from the students was different because it depends on their courses. Consequently for the teacher must give motivation to the students to submit the assignments and fill in the register on time. The student has difficulty understanding the material just from the book without being explained by the teacher

directly. The teacher also gave them assignments without explaining them in detail. The teacher also has difficulty to explain due to the limited time and space.

b. Technological Knowledge

Based on the result of interview, all the teachers in this research somewhat faced the same difficulties in teaching English by Google Classroom. They explained that capacity of video is limited, and the devices must be connected to the internet. Students who couldn't connect the devices to the internet were given a chance to submit their assignment late and more time to fill in the register.

DISCUSSION

Pedagogical Knowledge

Pedagogical Knowledge explains how Google Classroom can be applied in teaching English. Firstly, Most teachers prepare the material by typed the textbook. Students should be borrow a book in library before teaching learning process began. Then they should read and understand, sometimes teachers also get another material from the internet for additional material. After that, the teacher gave the students material in form of Word or Pdf file. Furthermore, teacher gave students attendance list with in form of Google Form. The teacher gave time 15 minutes or 1 hour after the learning and teaching process finished.

The teacher made the newest lesson plan because since the pandemic, the educational system has changed includes a lesson plan. In SMK 2 Kota Tegal using Google Classroom as media online in the teaching and learning process. Furthermore, the lesson plan that word "teaching in classroom" must change to be "Google Classroom". Then, the teacher shared the material in form of Word or Pdf file. The teacher didn't use PowerPoint because students must learn detail in form of Word or Pdf file. In the evaluation, the teacher gave them an assignment or some quizzes. In evaluation, the teacher will know the understanding' students. For the assignment, students must submit 1 hour after the teaching and learning process finished or 7 days after the assignment has given but some of the students still didn't submit their assignment even teacher gave them a long time. Furthermore, the interaction is problem between the teacher and the students during teaching online process. Communication in the teaching and learning process is

limited because space and time as not good as the learning and teaching process face-to-face in the classroom.

The first difficulty faced by the teachers was in terms of motivating students. All the teachers in this study have a big effort to improve the motivation of students. Teacher just only gave the teacher motivation in written, not in spoken like in teaching and learning process face-to-face. Moreover, students less enthusiastic when teaching and learning by using Google Classroom. Teaching and learning process should be adaptation because it's different with face-to-face interaction. Then, teacher didn't use any method or any strategy in learning online. Teachers only share the material, wait the students responses and teacher just shared assignments. When the learning process by online and using Google Classroom, the students have a reason give late responses and late submission of the assignment in Google Classroom. The students also sometimes didn't join the class and fill in the register. The teacher will give them ease to send the assignment until 12.am or the next meeting. As a result, both teachers and students could not be effective in the learning process in Google Classroom.

Technological Knowledge

In technological knowledge aspects, it's defined by teacher's difficulties in teaching English by Google Classroom in feature of Google Classroom aspect and how difficult it to operate Google Classroom. Teacher also prefer to choose Google Classroom than Whatsapp. A teacher should understand what they will share the materials for the students. They can share the materials with file, link, audio, or video. The teachers can also give the assignments, questions for the quiz, and even communicate. Both teachers and students can easily use Google Classroom from their smartphones. For assignments, notes, and quizzes are paperless.

The difficulty in technological knowledge was the devices must connected with the internet and the capacity of video. If the teacher wants to share the video with a bigger capacity, it can't be upload in Google Classroom. They also choose link rather than video because the capacity of the video was limited. So, teacher gave the students time to fill in register and submit their assignments because of the students' connection with the internet.

CONCLUSION

Pedagogical Knowledge

In the teaching and learning process using Google Classroom, the teachers found differences for teaching English between face-to-face in the classroom and by using Google Classroom. This research shows that starting from preparation until evaluation, teacher applied different processes. Teacher should make a lesson plan that changes “learning in classroom” to be “Google Classroom”. Then, teachers typed the material from the textbook in Word file. Students should borrow the textbook in the library before teaching and learning process began. Furthermore, teacher gave the students attendance list in form of Google Form. After that, teacher gave the students material in form of file or pdf. For evaluation, teacher gave assignments and students have to submit 1 week after the day.

Teacher also found that giving motivation is another challenge. Students have lack enthusiasm and motivation because teachers have difficulty to give motivation orally like in the classroom. They only motivated students by written in online learning. Moreover, some of the students also didn't submit the assignments and didn't fill in the register. Teachers have difficulty explaining more and detail to the students because the time and space is limited in online learning by Google Classroom. It gives an impact on the depth of material, the students must learn independently only by book and any sources on the internet. Furthermore, teachers didn't use any method and any strategy by using Google Classroom. Teacher usually use some methods and strategies in the classroom but by using Google Classroom teacher only shared written material, wait the students' responses or students' questions and gave the students assignments. It makes teachers should adapt by using Google Classroom because it is not like teaching and learning face-to-face.

Technological Knowledge

This knowledge focuses on how teachers operate Google Classroom and use the features of Google Classroom. Teachers said that they had used Whatsapp before Google Classroom, but it wasn't effective because the students always asked questions, and the feature was not complete like Google Classroom's. Google Classroom was very useful and easy to understand than the other application for the teaching and learning process such as Whatsapp. It is because Google Classroom has completed feature to create

classroom, manage classroom, share material, give assignment and give score. Those difficulties include the video capacity, and the devices must be connected to the internet. So, teachers prefer to share Pdf or Word files instead of sharing video. If teachers want to share a video, they will share Youtube link to the students. For students who can't connect their devices to the internet, teachers gave them chance to submit the assignment 1 hour after finishing the learning process until 1 week. Then for students who didn't fill in the register, teachers gave students time to fill in the register until 1 p.m.

As the findings are found in the discussion, the report would be completed if some recommendations were offered. Here are the recommendations that arise from the findings of this recent study: 1) English teachers: It is suggested that teacher adapt online learning with more appropriate teaching approaches. It can be done by upgrading by teachers' TPACK since online learning has become a common teaching mode in this era, 2) For the students: we recommend the students to learn English seriously, more enthusiastic, and discipline to join the learning process by Google Classroom. When the students have a problem with their quota, assignment, and smartphone, it would be better for them to report to their teacher that they have a problem, 3) Future researcher: this study investigated any benefit for teachers and students using Google Classroom for vocational high school and teachers' difficulties in learning and teaching. Therefore, it is recommended for future researchers to investigate the related issue in Google Classroom or any other application for teaching English. It is also suggested to the future researcher to use another instrument such as a questionnaire, to get better information regarding the study.

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