TEACHERS CHALLENGES ON ICT USING GOOGLE MEET IN ENGLISH LANGUAGE TEACHING DURING COVID-19 PANDEMIC

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana*

in English Education Department

By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGE

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2022

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DEDICATION

This thesis is whole-heartedly dedicated to

1. His Mother (Setiyowati) and His Father (Bambang)

2. His Brother (Mas Edwin, Mas Brian)

3. All of the family of D 2017 and All friends in UIN Raden Mas Said Surakarta particularly in English Education Class of 2017.

4. Everybody who cannot be mentioned here one by one

MOTTO

"Any fool can make things bigger, more complex, and more violent. It takes a

touch of a genius and a lot of courage to move in the opposite direction."

(Albert Einstein)

i have not failed. I've just found 10,000 ways that won't work.

(Thomas Alfa Edison)

PRONOUNCEMENT

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I Hereby sincerely state that the thesis title "Teachers Challenge on ICT using Google Meet in English Language Teaching during Covid-19 Pandemic" is my real masterpiece. The things out of my masterpiece in this thesis are designed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sactions in the form of repealing my thesis and academic degree.

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State by,

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ACKNOWLEDGEMENT

Alhamdulillah, all praise to be Allah, the single power, the Lord of the universe, master the day of the judgement, God all might, for all blessings and mercies so the researcher was able to finish this thesis entitle "Teachers Challenge on ICT using Google Meet in English Language Teaching during Covid-19 Pandemic" Peace upon the Prophet Muhammad SAW, the great leader and good inspiration of world revolution

This thesis could not be accomplished without help and support from several people. Thus the researcher would like to deliver his special gratitude toward

1. Prof. Dr. H. Mudofir, S. Ag., M. Pd., as the Rector of the State Islamic Institute of Surakarta.

2. Prof. Dr. Toto Suharto, S. Ag., M. Ag., as the Dean of Culture and Language Faculty.

3. Wildan Mahir Muttaqin, M.A. as the Head of English Language Education of Cultures and Language Faculty.

4. Habibi Nur Hidayanto as the advisor who has give the researcher time to guide on finishing the work. Thank to guidance, precious advice, correction, suggestion, and motivation for the researcher.

5. All lecturers and official employees of English Language Education Faculty, thanks for giving the service and time during the researcher study.

6. Mustagfirin, S.Pd,I,M.Pd.I as Head of SMP Al-Azhar Syifa Budi Solo, thanks for giving permission to the researcher to do the research at SMP Al-Azhar Syifa Budi Solo.

7. Dynda Wahyu Wardhaini, S. Pd and Martha Dewi Windarta S. Pd as English teacher at SMP Al-Azhar Syifa Budi Solo, thanks for your participation to help the researcher with the research.

Finally, the researcher admint that this thesis is far from being perfect. Therefore any suggestion and comment for this thesis will be highly accepted. Hopefully, this thesis can given contribution for further research.

Surakarta,

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ABSTARCT

Yanuar Prasetyo Kurniawan. 2022, TEACHERS CHALLENGES ON ICT USING GOOGLE MEET IN ENGLISH LANGUAGE TEACHING DURING COVID-19 PANDEMIC. Thesis : Culture and Language Faculty, The University of State Raden Mas Said Surakarta.

Advisor : Habibi Nur Widiyanto

Keywords : Teaching, ICT, Google Meet

The aim of this research are : 1) To describe how teacher at implementation of ICT using Google Meet in teaching at SMP Al-Azhar Syifa Budi Solo, 2) To find out the factor or condition the impede the implementation of ICT using Google Meet in teaching at SMP Al-Azhar Syifa Budi Solo.

The research was conducted in SMP Al-Azhar Syifa Budi Solo. This research used descriptive qualitative method. The source of data were collected by interview with teacher and class observation. The data were collected by conducted interview and observation. The data were analyzed by data reduction, displaying data, and analysis data. The researcher used data triangulation to check the trustworthiness data.

The research finding show extend of ICT using Google Meet in at eight grade of Tarmizi and Nasai on SMP Al-Azhar Syifa Budi Solo in academic year 2022/2023 is very well with implementation curriculum 2013, from attendance student activation, and scoring system are being process through Google Meet and in order to unsure in teaching-learning process, the school instituted also be support with facility like wifi, projector, sound system and buy to make their own Google Meet account on each class. In this research there some factor and condition impede implementation of ICT using Google Meet in teaching at eight grade Tarmizi and Nasai on SMP Al-Azhar Syifa Budi Solo in academic year 2022/2023 are (1) access of time and, (2) established classroom practice. All teaching subject on SMP Al-Azhar Syifa Budi Solo only have one hour every week and in fasting mouth only have fifty minute, that not include with waiting some student who late to join in online classroom. For established classroom practice, there some student who not follow with school regulation in devide student group in online and offline class. Another problem is during teaching-learning process, all student don't open their camera so teacher can monitoring if all student really pay attention with teaching material be give from teacher or only join the classroom.

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CHAPTER I

INTRODUCTION

A. Research Background

Language is the heart of teaching and learning. It is the medium through which concepts and skills are learned and assessed, social relationships and identities are formed, and increasingly deeper and more complex disciplinary under-standings are constructed over time (Bloom, Carter, Christian, Otto, & Shuart-Faris, 2004; Gee, 1996; Schleppegrell, 2001, 2004). There are many varieties of language in the world, the differences of language are normally occurs but it is in the same function for communication.

English is one from those varieties language, where it become the international language and hold important role in interaction in this globalization era. Because of this, English have important role as international language, but also for communicate between people but also used in economic and business, interracial relationship, social, culture, event in education (The minister of education and culture directorate general second education, 2013). The national education has decided that English as a foreign language has taught in Indonesia school from elementary school.

In Indonesia, The aim of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February 1993

and the 1989 Constitution on the System of National Education that the final goal of the English subject at the schools is to enable the students to be proficient in English in the globalization era (Rachmajanti, 2008). This decree results in the existence of English in elementary schools which is taught starting from the fourth grade for two credit hours every week. The formation of this decree is a form of Indonesia government awareness regarding the importance English language in this globalization era.

Based on those government official letter, the teachers must realized that teaching English at this state need much concern. As a English teachers, they are demands to explore effective media, technique, method, and approach to utilized in different part of English language skill such as listening, speaking, reading, and writing. In addition, Ahmadi (2017) statement one of the important elements for learning is the method that instructors use in their classes to facilitate language learning process. This become important in learning language because to ensure student understand, teacher must make student interesting with teaching material be give with choosing right method in teaching, especially in curriculum 2013.

In curriculum 2013, all aspect in teaching are focused on student development, not exclude with English teaching. In junior high school, most of English teaching material focused in students communicative competence and improving student oral production in interpersonal speaking and transactional.

There are three main problem in teaching English for junior high school in Indonesia: (1) students confidence in speaking English, (2) student limited on knowledge about vocabulary, (3) student motivation in learning English. In order to solve all those problem, the teachers use technology as media in their teaching.

In this digital age, technology has influenced and become an important part of the English Language Teaching (ELT) since it gives many benefits, for example the use of Google Meet in English Language Teaching during covid-19 pandemic. With using Google Meet as media, the teachers can use direct method in teaching even student study in long distance. From those example, technology plays an important role in the learning process. It makes the abstract material in teaching become real object and meaningfully.

In his statement Mendawa (2017) expain there are several factors that influence the application technology used by the teacher like familiarity with computers, teachers training, availability of time, hardware and software Moreover Technology is an essential part of the teachers in globalization era to facilitate learners in learning and the important part is rethink the idea of implementation technology in teaching and learning process. Based on Albirini (2006), the main aim of integrating technology in teacher education is to improve and increase the quality, accessibility, and cost-efficiency of the delivery of instruction to students, and more importantly, it provides benefits from networking the learning

communities to face the challenges of current globalization. That statement support with Eady & Lockyer (2013), technology has becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process.

Based on research conducted by Khatoony & Nezhadmehr (2020) with title "EFL Teachers' Challenges in the Integration of Technology for Online Classrooms during Coronavirus (COVID-19) Pandemic in Iran" on those research, they find out the EFL teachers in Iran have positive attitude in teaching English using online class. Even thought teachers in Iran have positive attitude toward online class, they still got some barrier in implementing online class such as internet speed in Iran.

In this study, the researcher conducted pre-observation on SMP Al-Azhar Syifa Budi Solo to know the use of technology in English teaching. Based on the pre-observation conducted by the researcher, Google Meet is used in the technology learning process on SMP Al-Azhar Syifa Budi Solo. The reason of SMP Al-Azhar Syifa Budi Solo using online class because government on Banjasari still awareness with covid-19, because of those all school in Banjasari using online class to avoid spreading of covid-19.

Based on this problem, the teaching system in SMP Al-Azhar Syifa Budi Solo used system where student from online class and offline class became one, the teachers must separated they attention between student from online class with

student from offline class at same time. In teaching, some teachers give their material based on textbook so students not confused with the material they give. Meanwhile, to get score in teaching, some teacher give question based on the textbook to students who join through online and offline studies. Even though the problem with distance study can be solve, another problem come from student where they sometime face some barrier with low signal and low enthusiastic in learning online.

Based on the statement above, the role of technology like Google Meet have important role on SMP Al-Azhar Syifa Budi Solo because all their teaching online using Google Meet as media, from student attendance, giving teaching material from teacher, assignment, and examination. In this case, language teaching like English got big influence because in language teaching student must active especially in speaking because speaking is one from important skill to mastery English. Not only that, in SMP Al-Azhar Syifa Budi also using guide book outside Indonesia curriculum like BBC book and ect. From this explanation, it can be conclude that technology play the important role in teaching, especially in covid-19 pandemic today.

The research conduct by Khatoony & Nezhadmehr have similarity with this research, where the main topic in research is challenges on integration of technology in teaching English. The different between this research and the research

conducted by Khatoony & Nezhadmehr are the situation in research. In this research, the teachers must teaching English not only for online class, but also teaching in offline class at same time. Different with the research conducted by Khatoony & Nezhadmehr, where teachers only focus only in online class.

Based on the description above, the researcher is interested to conduct research with the title "**Teachers Challenges on ICT using Google Meet in Teaching English Language Using during Covid-19 Pandemic**"**.** From this research, the researcher tried to describe how well teacher in implementation technology of integration in English teaching language include challenges and solving those problem.

B. Problem Identification

Based on the explanation phenomenon above, some related problem are identified as follow:

1. Teachers attention must split up between online class and offline class.

2. The teachers must prepare the teaching material for online and offline class with same content.

3. The student face barrier such as low signal and internet quota in online class.

C. Problem Limitation

Based on the background of study, it's important to limit the problem of study. In this study, the problem is limited at teacher problem in implementing

Google Meet as teaching media in English teaching language for Eight grade on SMP Al-Azhar Syifa Budi Solo in academic year 2022/2023. The reason for choosing this topic is to know how well the English teachers in implementation and obstacle using Google Meet in teaching, especially during limited face-to-face teaching.

D. Problem Statement

In this research, the researcher identifies the problem as follow:

1. How and to what extent do teachers implementation ICT using Google Meet in teaching at eight grade Tarmizi and Nasai of SMP Al-Ahzar Syifa Budi Solo in academic year 2022/2023?

2. What factor and conditions impede implementation ICT using Google Meet in teaching at eight grade Tarmizi and Nasai of SMP Al-Azhar Syifa Budi Soloin academic year 2022/2023?

E. Research Objective

The aim of this research is to answer the question state in the problem statement. Thus the objective, are:

1. To describe the teachers use Google Meet in teaching at eight grade Tarmizi and Nasai of SMP Al-Azhar Syifa Budi Solo in academic year 2022/2023.

2. To find out the factor and or condition impede the use of ICT in teaching at eight grade Tarmizi and Nasai of SMP Al-Azhar Syifa Budi Solo in academic year 2022/2023.

F. Research Benefit

The result of this research is expected to give benefits both theoretically and praticipally.

1. The Theoretically Benefits

   a. The result of this research is expected to enrich knowledge toward teachers about factor and condition impede the use of Google Meet in teaching.

   b. The result of this research is expected to enrich knowledge toward teachers about role of Google Meet in teaching,

2. The Practical Benefits

   a. For The Teachers

   The result of this research is expected to enrich teachers knowledge about implementation using Google Meet in teaching, especially covid-19 pandemic.

   b. For The Other Researcher

   The result of this study will help the other researcher in comprehend about implementation of using Google Meet in teaching English language. Moreover, it can be additional source of reference for other researcher.

G. Definition of Key Term

1. Teaching

   Teaching is an activity to create the situation and support the learning process, or a teacher's activity to deliver materials to student so that transfering of knowledge happen (Sudirman, 1996; 47-52).

2. ICT

   ICT is refer to technological tools and resources which are employed to communicate, create, disseminate and manage information (Yunus, Nordin, Salehi, Sun and Embi, 2013).

3. Google Meet

   Google Meet is an application from Google which is a video communication application service developed by Google (Lewandowski, 2015: 37).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review on Teaching English

From Mulyasa (2006) statement, teaching is an interaction process done by student and the environment in order that the student behavior changes to be better. That mean in teaching, teacher must make comfortable environment for student in order to successful teaching. Not only that, the teacher must created comfortable atmosphere. This is important part in teaching, because even student study in comfortable environment but atmosphere in study is to tense can make students not focus on teaching material being give by teacher.

It is safe to say that teaching, as well as learning. Teaching is something that comes naturally from human regardless his/her age and it can take place anywhere and anytime. A small child also capable of teaching something by that way of showing to his/her equals on how to do something given that he/her (who teachers) has learned about something. Brown (1994), which is supported by Ayers (1993) statement, teaching cannot be defined apart from learning According Ayers, "Teaching is human activity, constrained and made possible by all the limits and potentials that

characterized any other human activity. Teaching depends on people who choose to teach and other people who become student, by choice or not."

Meanwhile Brown (1990) definition teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. In other word, teaching is activity to help people to understanding by guide them.

Teaching is activity that have purpose to give knowledge for the student with different ways depend on the teachers strategies. This statement strenghened by opinion Leo (2013). According to Leo, teaching is way to treat the students, encourage them to learn, active their mind, coordinate their activities, heighten their curiosity, infuse them with optimism, nature their ambition and guarantee their succesed in teaching and learning process."

Based from the definition above, it's can be suggest that teaching is activity to helping someone in process teaching or learning to acquire knowledge, guided by teachers through learning process.

2. **Teaching English in Indonesia**

In any country, it's already basic for students to learn at least three language. They are mother language, national language, and appropriate

foreign language. Meanwhile base on Cahyono and Widiati (2004) statement, at Indonesian primary schools, formal English Language Teaching (ELT) education began since early nineties and English has been taught at primary schools students starting in Grade Four as a local curriculum only. However, the recent policy of curriculum Indonesia (curriculum 2013) has just removed English at elementary school in order to increase Indonesian student's awareness and ability to study their national language.

Unlike in neighbor countries such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language English in Indonesia is more likely to be taught and learnt only as a foreign language. Jayadi (2004) points out that English as a foreign language is being made as a compulsory subject in secondary schools throughout Indonesia in 1945 soon after the Indonesian Independence Day, August 17, 1945. This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. That statement support with Nurkamto (2003) with the fact English is one of the most essential international languages for communication has been acknowledged by the Indonesian government since its independence; therefore, the government has recommended that English become a compulsory subject in secondary schools.

Shearin (1994) statement, foreign language in this context is a language learnt only during formal education. As such, English language teaching and learning in Indonesia presents particular challenges that are not encountered in countries such as Hong Kong, where English is more commonly used on a daily basis. The aim of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February 1993 and the 1989 Constitution on the System of National Education that the final goal of the English subject at the schools is to enable the students to be proficient in English in the globalization era (Rachmajanti, 2008).

However, these aims have never been satisfactorily achieved. This already confirmed by Lie (2007) and Nurkamto (2003) although English is officially taught throughout secondary schools, competence and proficiency in this foreign language among high schools are generally low. Nurkamto (2003) find English particularly difficult when they are instructed to state their opinion in English. There are only few students who are able to learn English to the next level, especially those who come from the middle and upper socio-economic classes. Based on Lie, (2007, p.3) such students have "the easy access and opportunity to enhance their English proficiency through private courses, computer-aided language instruction, and exposure

through Western influences, TV channels, and foreign movies". In addition, Lie added that outside the academic and professional worlds, English has never been widely used as the lingua franca of the majority of the population. Nurkamto (2003) state this condition happen because the geographic position of Indonesia is far away from English-speaking countries as well as several particular cultural values that to some extent, cannot motivate students to study English.

There are three factors creating difficulties for teaching EFL in Indonesia according to Sulistiyo (2009), those factor are:

a) EFL teachers must teach students in large classes, often with more than 50 students.

   Base from Wright (2005), definition of a 'large' class in language learning varies, this number is not ideal for a language classroom.

b) Second, not all students who attend English classes are motivated.

   English is a compulsory subject, which means that students must learn the language for examination purposes; however, their exposure to English occurs for only for approximately two hours per week. Students' low motivation and minimal English learning hours are obstacles not only for teachers, but also for students as learners.

c) Third, at both school and university, the English-teaching focus is largely on reading skills (Sawir, 2005; Setiyadi, 2001; Sugirin, 1999) with less emphasis on English grammar and vocabulary.

This teaching emphasis is based on the assumption that students will understand an English text properly if they know the structure of English and have an adequate vocabulary. In Sugirin (1999) statement one consequence of this is that the teaching of other skill such as speaking, writing and listening is relatively ignored. English is a compulsory subject taught during junior and senior secondary schools, and at tertiary levels of education in Indonesia. The teaching and learning activities conducted in these classrooms mostly involve memorising vocabulary, studying grammar and reading English texts. From Sawir (2005) view, this tends to focus on learning the rules of the English language, rather than using English for communication.

3. **Definition of ICT**

Information and Communication Technology (ICT) may be regarded as the combination of technology information with related technology specifically communication technology (UNESCO, 2002). Lucas in Rusman (2015) information technology includes hardware and software to carry out

one or several of data processing tasks, which means technology is not only hardware and software but includes technology for sending information. In other words, communication technology is an electronic systems that we usually use in long-distance communication relationships such as Facebook, Email, Twitter, and etc.

Another statement come from Asabere and Enguah (2012). They defined ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video. Meanwhile, Livingstone (2012) states that ICT includes technologies specific to the school environment (e.g. interactive whiteboards) or applications used across formal or informal boundaries (e.g. education games) and networked technologies. In a similar vein, according to Hennessy, Ruthven and Brindley (2005), the term ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), means of telecommunication and information systems (Intranet, Internet).

With the advent of globalization in the 21st century, the development of ICT has grow quite advance, where ICT become an inseparable part of human life. Even UNESCO, stated in the Dakar Framework for Action in April 2000, has identified the use of ICT as one of the main strategies for achieving the EFA (Education for All) goals (UNESCO-Ck.htm, 2005).

From the impact of advance ICT, the spread of English and technology development has influence in development teaching and learning English language where student can access knowledge anytime and anytime. As result, Jung (2006) conclusion both English and ICT have become essential literacy skills for a growing number of non-native speakers of English to ensure full participation in the information society.

In addition, Young (2003) argues that the process of adoption of ICT is an ongoing and continuous process that fully supports the teaching and learning and information resources. In same way, Merchant (2003) states that the use of ICT can add a new dimension to literacy work when applied in the classroom teaching and learning. Furthermore, media technology can increase the students' interesting in learning process.

4. **Kind of ICT**

Hartoyo in Budiman (2012) stated that there are several media that can be used in ICT, such as:

a) Interactive multimedia

   Technology helps make it easy to combine several media including text, graphics, audio, video, and animation, to become computer program applications. Multimedia can usually be found on websites.

b) Television

   Television is a system for converting visual images with sounds into electronic signals, transmitting them by radio or other means, and displaying them electronically on the screen.

c) Computer

   An electronic device which is capable of receiving data information and performing a sequence of logical operations in following with a predetermined but variable set of procedural instructions program to produce a result in the form of information or signals.

d) Sound system

   A Sound system that is usually found in one part a computer device. Sound systems are combined into one with a laptop, besides that there is also a separate device.

Cahyani and Cahyono (2012) states in his journal, the various types of technology help teachers in teaching English language and of types of technology that have been used to language laboratory is one of the types of technology provide language learners. The implementation of technology in English language teaching making it more exciting and helpful teachers in explanation abstract material toward student with images, sounds, and videos. It also increasing student motivation during teaching-learning process. Types of technology either non web-base or web-base.

5. **Factor that Impede the Use of ICT in Teaching**

The use of ICT in education institutions is not one without inhibitive factors that hinder full adoption of educational technology. There several factors that hinder the implementation of ICT in teaching, whether from those teacher or comes from curriculum and that school itself. Many research have be done to find out the obstacle of using ICT in teaching. Schoepp (2005) has listed difficulties in integrating ICT into education especially into classroom instruction, which is a complex process where many difficulties may be encountered as 'barriers'.

Birch Burnett (2009) tried to find out what motivates faculty to use technology, what the latter's attitude towards educational technology was and the factors that enabled and hindered their use. The study revealed that

there exist institutional barriers which include: lack of academic leadership, unclear vision and the absence of formal strategic planning as well as wanting institutional policies. On the other hand, barriers emanating from the individual were discovered to be heavy course loads that left faculty less time to do little else whereas pedagogical barriers had something to do with course designs.

The study conducted by Fulton et al (2004) has find out the teacher-education course was faulted as the root course of technophobic teachers in educational institutions. The latter are expected to blend ICT into their teaching yet they are not given training on requisite skills to use it in the classroom. In the curriculum development and implementation continuum, the role of the classroom teachers is special one them being the last in that continuum. As curriculum implementers, teachers play a crucial role in ensuring that policies and designs with regards to the curriculum translate into practice. Fulton and colleagues suggest making it mandatory for teachers to learn ICT during their training and to every now and then update their knowledge while practicing in order to keep up with the rapid technological changes.

Though a seemingly radical proposition and one that is only likely to find a place in the developed world, Fulton and colleagues believe that the

answer to integrating ICT in education lies on the active participation of the teacher. In contexts where meager resources would be a stumbling block, an add-on approach suggested by Adam (2003) would be a better pathway to successful ICT integration.

Meanwhile, according to Koçak Usluel and Yıldız (2012), "pedagogical belief", "skill", "technical support", "tools-infrastructure" are the main factors affecting the process. Bingimlas (2009) identifies two main categories of barriers:

1) teacher-level barriers

Factor that become teacher-level barriers are:

a) Lack of teacher competence

Based on research from Nair et al. (2012), he found that there is a significant difference between the teacher's age and their attitudes towards the use of ICT in foreign language teaching; the older the teacher, the less likely they use ICT for teaching. An assertion was added to the findings that the older the teacher, the lesser competence of integrating ICT in teaching they have, which implies the need for more teacher training focusing on not only the basic ICT skills but also pedagogical aspects of ICT so that they have the knowledge

to develop the use of ICT in order to suit their teaching and learning environment.

b) Lack of teacher confidence

The lack of competence also contributes to the lack of confidence, as mentioned in Bingimlas (2009) that the limitations of the teacher's knowledge in ICT make them not confident in using it in their classroom; they are afraid of making technical mistakes.

c) Resistance to change

Based on Watson (2001) statement, ICT is often perceived as a catalyst for change, including a change in teaching styles, learning approaches, and means of access to information. Because of that, based on Baylor and Ritchie (2002), and Swan and Dixon (2006) statement, teachers' openness to change influences their willingness to integrate technology by facilitating their acceptance of ICT within their classroom environment. Based on Harris (2003, p. 9) in the SITES research demonstrated willingness to explore new opportunities and approaches to be "a powerful agent for transforming classroom practice and student outcomes".

d) Negative attitudes.

Based on Teo, Lee and Chai (2008, p.128) statement, successful ICT use in learning depends "largely on the attitudes of teachers and their willingness to embrace the technology". Based on Schofield (1995) statement, attitudes determine teachers' response to the technology, which in turn determines the extent and kind of present and future computer use. Based on Teo, Lee and Chai (2008) statement, attitudes may act as either a facilitator or a barrier to computer use and support with Mueller (2008) statement, in fact a critical contributor that distinguish between teachers who successfully integrate computer technology from those who did not.

2) school-level barriers.

Factor that school-level barriers are:

a) Lack of time

Time is used to learn new innovation skills or procedures for innovation use. Based on Ely (1999, 1990) statement, availability of time refers to an emotive disquiet causing from the use of existing courses or equipment that

are observed as incompetent, ineffectual. Furthermore, Ely indicated that time is essential to confirm that users recognize the invention and improve the capabilities to accept the technology. It also mentions the users' inclination to allocate time to learn new knowledge for ICT implementation

b) Lack of effective training

Bingimlas (2009) states that the lack of effective training to teachers for the use of ICT in classroom may be the main barrier. Effective training is that which provides adequate knowledge of ICT and pedagogical knowledge of how ICT is used for education or teaching in the classroom and adequate time for training which encompasses enough training for the teachers' practice of using ICT for teaching. Consequently, the lack of effective training provided to teachers would result in the lack of competence. Moreover, teachers' training needs to indoctrinate them in order to be willing to use ICT in their classroom and confident that ICT will benefit their students.

c) Lack of accessibility to ICT-based resources

Access is an important potential barrier in ICT implementation. To enhance teachers' ICT competence, apart from the provision of classroom computers, a research project by Becta (1996-1998) provided teachers with access to portable computers. Teachers within this project reported increased use of ICT, both on a personal level and for teaching purposes. Through increased access to ICT, teachers became more familiar with technology which they could then integrate in their teaching practice.

However access implies not merely availability of digital resources but also the possession of updated equipment. Research by Swan and Dixon (2006) revealed that even teachers skilled in using technology were concerned that the ICT equipment in their classroom was not updated. This necessarily involves constant considerable allocation of funds towards technological equipment.

d) Lack of technical support in classroom.

Technical assistance is required to assist staff in using different technologies. Based on Demetriadis (2003)

statement, this should be immediate and just-in-time so that teachers would not have to redesign their plans since this may be interpreted as a failure indication. Based on Guest and Alimi (2000) statement, technical and maintenance skills are of particular concern to class teachers who do not have an appropriate ICT background. Based on Balanskat, Blarnire and Kefala (2006) statement, teachers get discouraged by malfunctioning technology and by the expectation of faults occurring during teaching sessions, their confidence and self-efficacy quickly diminishes, and they avoid using technology for teaching/learning purposes.

From all those statement above can be conclude that factor impede of using ICT in teaching basically separated into two categories: 1) from teachers, and 2) institution itself. Those two problem are become main problem in process of integration ICT into teaching-learning process. The difficulties are primarily met by teachers as they are at the forefront of executing the integration.

6. **Role of ICT in Teaching**

Based on Law & Chow (2010) conclusion, it is clear that the integration of ICT in schools and classrooms must take into account many

factors, including the pedagogical practices, prior experiences and attitudes of teachers and students, and the interpersonal processes. Based on Guskey (2002), the introduction of ICT invariably means that teachers must change their practices and even their philosophies, and it is not unusual for resistance to change. Depending on all of these factors, and on the learning activities and expected learning outcomes, ICT can play various mediating and transformative roles in the learning environment.

Depending on how ICT tools are used in classroom, Lim and Tay (2003) suggested that they can be categorised as:

a) Information tools

These are applications that provide information in various formats (for example, text, sound, graphics and video). Examples of informative tools include multimedia encyclopaedias and resources available in the World-Wide-Web (WWW).

b) Situating tools

These are systems that situate students in an environment where they may 'experience' the context and happenings. Such systems include simulation, games and virtual reality.

c) Construction tools

These are usually tools that can be used for manipulating information, organizing one's ideas or interpretations. For instance, mind mapping or social networking applications that allow students to organize their ideas or reflections and communicate with others.

d) Communication tools

They are applications which facilitate communication among teachers and students, such as e-mail, blogs, e-conferencing and e-discussion boards.

In addition to these four categories, ICT may also serve as tutorial and diagnostic tools. In real classroom practices, perhaps especially in primary school classrooms where integrated curriculum is commonplace, ICT often serves more than one role simultaneously. Furthermore, it is likely that developments in technology will lead to pedagogies that are unrealized and unimagined as yet, which may alter and extend the above list of roles in the future.

7. The Extend of ICT Use in Education

In the globalization era, trend of using ICT has become part of human life that can't be separated in daily activity, whatever in economic, social, and etc. In education, ICT has be implementation in teaching-

learning process. The implementation of application ICT in education today can't be separated from influence of technology development and globalization.

With the influence of ICT in education, teachers must find the right method in teaching to delivery their teaching material toward their student. Not only that, James (2008) conjectured with globalization today, the use of ICT in teaching is perceived to be a major actor in building capacity and capability in addressing the changing global pedagogic needs which includes enhancing the delivery of content to a global education market.

With the influence from ICT in teaching, Oliver (2003) predicts that the role of ICT in teaching will become more pervasive in the 21st century. Unlike in other fields like tourism, banking, architecture, medicine, travels and business to name but a few, which have witnessed rapid changes as a result of integrating ICTs into their operation, he affirms that the education sector still lags behind.

The basic of Oliver statement comes from condition developing countries, where there several factor that hinder of implementation of ICT in education. Namely, inadequate financing, inaccessibility to these ICT resources and the requisite skills needed to use ICT is some factor that hinder the implementation of ICT in education. Even thought all those factor

hinder the implementation of ICT, it doesn't picture the situation of implementation ICT in developing countries.

Similarity with Oliver statement, the conditions under which faculty operate significantly affects their choices and practices. Shelton (2006) believes that the socio-cultural context within which faculty work informs their choices by either supporting or curtailing them.

In a separate study conducted in Italy by Fleonora and Fasano in Italy 2004, pre-service and in-service mathematics teachers seemed to have different opinions about the role of ICT in education. In-service teachers believed that ICT can be used as a motivating tool in supporting learners' understanding, meanwhile the pre-service teachers didn't see how ICT could support in teaching with regard to generating new knowledge and creating attractive and stimulating learning environments. Nonetheless, a common standpoint between these two groups was the assertion that ICT was superfluous in teaching and therefore its presence in the teaching process would not impact on their practice. Nevertheless, they agreed that ICT tools could help students in solving complex mathematical problems. Fleonora and Fasano conclude that the above views on ICT are influenced mainly by the discipline.

From all those statement, can be conclude the extend of ICT use in education can be different depending on situation of country, education instituted policy, social-culture that apply on those country.

8. **Google Meet as ICT Tool**

Based on Novialita, A, W (2020), Google Meet is a video conference or an online meeting application designed specifically for organizations or companies of various sizes. This app allows users to make video calls with 25 other users with join directly via a calendar or an invitation through link sent via email by meeting master. In addition, meeting invitations have made from the application can also be accessed via the link and a meeting code that has been seen before by meeting master. With that, Google Meet can be used as an alternative medium for direct interaction during the learning and teaching process virtually.

Furthermore, St John (2020), state that Google Meet is a safe application because Google has stated that they have made and operated all of their products on a safe foundation. So they believe the data of their product users will exist and remain private. In their Google Meet product, Google also provides built-in protection by default that will keep users' meetings safe.

From that explanation above we can conclude that of Google Meet as ICT tool have role as medium for direct interaction in long distance range and can be access between user who already join using tool calendar in Google Meet or using link be give via email by meeting master.

9. **Advantage and Disadvantage of Google Meet as ICT**

The benefits of the Google Meet application according to Dara Sawitri (2020) include:

a) There is a whiteboard function which serves to explain something using pictures or numbers, without explaining verbally.

b) Free to download, Google Meet app is available on Play Store or App Store.

c) Clearer video display with High Definition (HD) video display and video display supported by other resolutions.

d) Simple and easy access.

e) Have a video encoding service that can prevent personal data stored in the application is misused by theft or data exchange.

f) The display options are varied and attractive, the video display can be adjusted as needed, and displays video layout and background changes.

g) By registering in google suite, you can invite up to 250 participants.

In addition, the shortcomings of the Google Meet application according to Dara Sawitri (2020), include:

a) The free or open source version of Google Meet can only invite up to 25 people.

b) No data storage function can be used during calls.

c) Not all properties are open source. Users must purchase a Google suite package before using the increased functionality comprehensively. Therefore, users are not free by using the Google Meet application.

d) Requires fast and stable internet. Poor network quality will reduce resolution and video speed.

B. Previous Study

In this research, the researcher discussed some matters that deal with the topic discussed. There were previous researchers who analyzed English language in teaching and learning process. The first research related to this study entitled EFL Teachers' Challenges in the Integration of Technology for Online Classrooms during Coronavirus (COVID-19) Pandemic in Iran. The method of the research is qualitative & quantitative research. The result of the research is the teachers in Iran who become subject in this research have some challenges especially in connection because the speed of internet in Iran. Not only that, other problem like lack of

students' awareness toward material and problem in accessing the internet because they don't have cellphone or other device to be online in the classrooms. Although there are problem with internet access, some teachers accepting teaching using internet. This statement based in responding in challenge to prepared student for the 21th century, where technology has become part of daily life.

The second research related to this study entitled Obstacles Teachers Face in Integrating ICT into ELT in Senior High Schools in Palembang. The method of the research in this research is quantitative research. The result of the research is the obstacles teachers face in integration technology in teaching English language was teachers don't have initiative in using technology. This can be happen because lack of time, lack of facility and technical support.

The third research related to this study entitled Teachers Perception of Instructional Technology Integration Into English Language Learning. The method of the research in this research is quantitative descriptive research. The result of the research is English teachers from SMKS of Kendari have positive attitude, perception and experience toward instructional technology integration into English language learning, even though still have obstacles like technical support, lack of internet speed, ect.

The fourth research related to this study entitled Exploring the Main Barriers of Technology Integration in the English Language Teaching Classroom. The

method of the research in this research is qualitative focus group approach research.

The result of the research is there are four main hindrances to technology integration in the English language classroom. They are teachers, students, education policy, and the environment issues. For better understanding in comparative previous study above you can see in the table of comparative previous study on below.

Table 2.1. The different of previous study

No	Previous Study	Similarity	Different
1	EFL Teachers' Challenges in the Integration of Technology for Online Classrooms during Coronavirus (COVID-19) Pandemic in Iran by Shiva Khatoony and Maeda Nezhadmehr. (2020)	Analyzing teacher problems in implementation technology integration in teaching English language during Coronavirus pandemic.	Analyzed only on teachers problem and attitude toward implementation of technology with internet in teaching English language.
2	Obstacles Teachers Face in Integrating ICT into ELT in Senior High Schools in Palembang by Dedi Kurniawan. (2014)	Analyzing teacher obstacles in implementation technology in teaching English language.	Analyzed only on teachers obstacles on integration technology in teaching English language based on teachers initiative, skill, and time in teaching.
3	Teachers Perception Of Instructional Technology Integration Into English Language Learning by Faridh Hidayat, Amri Tanduklangi and Aris Bandara. (2018)	Analyzing teacher problem toward instructional technology integration into English language learning based on teachers experience in instructional technology.	Analyzed only on perception, competency technology, attitude, and barriers in instructional technology into English language learning.

4	Exploring the Main Barriers of Technology Integration in the English Language Teaching Classroom by Isry Laila Syathroh, Evie Kareviati, Ayu Lestari, and Nurlaila Fitria. (2016)	Analyzing the main problem of technology integration in English language Classroom.	Analyzed only focus on the main problem of technology integration in English language teaching.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is scientific method of gaining knowledge through investigation or experience to find out empirical fact that may be verity the hypothesis proposed before. Nunan (1922:2) claim that research is undertaking structured investigation, which hopefully result in greater understanding of the chosen area.

There are several kind of method that can be used depending on the aim of the research and the nature of the topic. In this research, the researcher uses descriptive qualitative method to investigation teacher challenges on implementation of ICT using Google Meet in English language teaching. Based from Moeleng (2001) statement, qualitative research is a type of research which does not include any calculation and enumeration. Meanwhile Surakhmad (1994) definition descriptive study is a kind of the research method that focused on set of activities like collecting and arranging, analyzing and interpreting the data, and the drawing the conclusion.

The reason the researcher uses qualitative research because it's used to examine the condition of natural objects or phenomenon, where the researcher is a key instrument in research. Meanwhile, the researcher using descriptive method because it's a method which is employ to collect the data, analyze the data, and

draw conclusion of the analysis data. What the researcher to do is observation and interview teachers in teaching English using through Google Meet and directly in order to describe factor the impede in using ICT, especially using Google Meet in teaching English.

B. Subject of the Research

In this research, the researcher gathered the data from SMP Al-Azhar Syifa Budi Solo. The school is located on JL. MT Haryono No. 82, Manahan, Kec. Banjasari, Surakarta City, Jawa Tengah 57139.

The Subject of this research were used two English teachers. Those teachers are Mrs. DWW who teaching English in seven and eight grade and Mrs. MDW who teaching in eight and grade.

C. Research Setting

1. Place of Research

   The research carried out the research at the eleventh eight grade Tarmizi and Nasai student of SMP Al-Azhar Syifa Budi Solo in academic year 2022/2023. The school is located on JL. MT Haryono No. 82, Manahan, Kec. Banjasari, Surakarta City, Jawa Tengah 57139. This school has some facilities like lab kimia, music hall, lab language, library, sports field, and OSIS room meeting.

2. Time of Research

This research was conducted from October 2021 – September 2022. For specific time can be see on table below.

No	Activity	Month				
		October 2021	March 2022	April 2022	July 2022	September 2022
1	Pre-observation	■				
2	Proposal	■	■			
3	Consulting Proposal		■			
4	Observation & Collecting Data		■	■		
5	Analyzing Data			■	■	■
6	Munaqosah					■
7	Concluding					■

D. Source of Data

Cristenses & Johnson (2000) state qualitative research is a research relying primarily on the collection on qualitative data. The researcher collected the data from two kind of source as follow:

1. Data

    Irmansyah (2003) state data is the value that presents the description of an object or event. Based on Arikunto (2002) data contains facts and numbers that are used as material to compile information, while information is the result of data processing used for a purpose. The data in this study were written in interview transcripts, observation in classroom, and documentations.

2. Source of Data

    The source of this research was people are teachers who can provided information related to research. Hasan (2002) definition that primary data as data obtained or collected directly from the field by the person conducting the research and needing it. Data was obtained from interviewed to the informants. Furthermore, there were additional data such as photo or documentation.

E. Technique of Collecting Data

    The data in this study was collected through observations, interviews and documentations activities.

1. Observation

    Based on Sugiyono (2014), while observation activities are processes composed of psychological and biological processes. Based from Riyanto

(2010:96) statement, data collection method is done through direct or indirect observation. Observations were made to found out and understand an event carried out by researcher to conduct a scientific study. In this study, the researcher observed how the teachers teach and explain about teaching material through Google Meet, and the researcher observes the teacher.

2. Interviews

To get accurate information, an interview was one of the things that needed. Joko Subagyo (2011:39) state this in accordance with the opinion that interviews are activities conducted to get information directly by asking questions to respondents. Another opinion conveyed from Esterberg in Sugiyono (2015:72) that interview means a meeting conducted by two people to exchange information or ideas by doing a question and answer so that it can be constructed into conclusions or meanings in a particular topic. In this study, researcher used structured interview on English teachers of SMP Al-Azhar Syifa Budi Solo. The purpose of this interview was to get accurate information from the sources about any difficulty in teaching English using Google Meet during covid-19 pandemic.

F. Technique of Analyzing Data

   After the data has been obtain, the researchers will be analyzed qualitative and described in descriptive form. According to Patton (Moleong, 2001 :103), analysis technique used in this research is to used to measured as proposed by Myles and Huberman (Sugiyono: 2013) such as:

1. Data collection

   Data collecting is an integral part of data analysis activities. This process is done at beginning the research. The researcher obtained the data form observation, interview, and documentation from the respondent.

   Data collecting activity in this research are observation, interview, and documentation. The research made field notes and photo as documentation during the observation time as support data. For main data, the researchers interviewed English teachers in SMP Al-Ahzar Syifa Budi Solo.

2. Reduction of data (data reduction)

   Data reduction defined as the process of selecting, focusing on main research and processing the raw data. Data reduction began with summarizing, coding, searching themes, making group, write memo, and so with intention of setting aside the data/information that is not relevant.

After collecting data, data reduction was done continuously. During the observation, there are many thing to observed. The research chose only the thing that related with the research. After the researcher interview with subject of research, data reduction was done by summarizing the data interview and make group then wrote the memo and set aside the data which not related with teachers challenges on integration of technology use Google Meet in teaching English language teaching in covid-19 pandemic.

3. Display data

Display data is description of set of structure information that give the possibility of drawing conclusion and taking action. Presentation of qualitative data is presented in the form of narrative text.

4. Draw conclusion and verification

It represented the final activity in data analysis. Conclusion in the form of the interpretation actives, namely finding the meaning of the data that has been presented.

G. Trustworthiness of Data

In analyzing the data, the researcher also need to analyzed the validity of the data sources to get the valid data. Trustworthiness is common term used to describe validity in qualitative research. Qualitative research can be establish the trustworthiness of their research by using triangulation

Among experts in triangulation in the social sciences, there continues to be a general consensus on the usefulness of the four types of triangulation originally identified by Denzin (1970) :

1. Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

2. Methods triangulation is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another. It is also a variation on data triangulation, with an emphasis on using data collected by different methods as opposed to data collected for different programmes, locations, populations, etc.

3. Investigator triangulation is the use of more than one investigator, interviewer, observer, researcher or data analyst in a study. The ability to

confirm findings across investigators without prior discussion or collaboration between them can significantly enhance the credibility of the findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and/or analyzing study data.

4. Theory triangulation is the use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation/phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories or hypotheses do not have to be similar or compatible; in fact, the more divergent they are, the more likely they are to identify different issues and/or concerns.

In this research, the researcher will use data triangulation because in this research the researcher will study about teacher situation in teaching English using Google Meet in covid-19 pandemic.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

There are two thing that are discussed in this chapter, namely the research finding and the discussion. In the research finding, the researcher present the extend use of ICT in teaching and, factor that impede the use of ICT in teaching, by presenting the data from observation and interview. While in discussion, the researcher discusses the finding of the research with the supporting theories have been presented previously. The explanation follow:

A. Research Finding

This section display the finding the extend use of ICT in teaching and also factor that impede the use of ICT in teaching of SMP Al-Ahzar Syifa Budi Solo.

1. The extend of implementation ICT using Google Meet in teaching

Data of extend the use of ICT in teaching are from interview and observation. The information of the interview is two teacher who teaching at SMP Al-Azhar Syifa Budi Solo.

The content of interview is about the extend use of ICT in teaching at SMP Al-Azhar Syifa Budi Solo. The following are result of interview with the teachers of SMP Al-Azhar Syifa Budi Solo about the extend use of ICT in teaching: the researcher interview with English teacher. The name of English teacher is Mrs. DWW and MDW. The interview with Mrs. DWW

on Wednesday, March 30, 2022 at 12.00 to 12.30 WIB outside teacher room, and interview with Mrs MDW at May, Thursday 12, 2022 inside teacher room

Based on the interview, it's can be conclude the extend of implementation ICT using Google Meet in teaching not only on English subject study only, but also on other subject study. This happen because on SMP Al-Azhar Syifa Budi Solo still implementation the use of limited PTM (Pertemuan Tatap Muka). This policy still be use on SMP Al-Azhar Syifa Budi Solo because there still covid-19 pandemic.

The implementation of ICT using Google Meet by teacher at SMP Al-Azhar Syifa Budi Solo don't have any significant problem. This can be happen because on this school, many student come from middle-high social statues, so many student have at least smartphone that can support their teaching-learning process in distant learning. Those same condition with SMP Al-Azhar Syifa Budi Solo, on this school have support with wifi and any other supporting device to help in teaching-learning process in distant learning.

On SMP Al-Azhar Syifa Budi Solo, English subject divide into two subject. First is normal English subject under teachers teaching and second are Oxford subject under outside instution observation who already

collaboration with SMP Al-Azhar Syifa Budi Solo. Not only that, the main focus of study also different between Oxford subject and English subject. On Oxford subject, students will being focus on learning speaking, listening, and pronunciation. Meanwhile in English subject student will learning on all skill in Engish like reading, writing, speaking, and listening.

The content of observation is about teaching system during covid-19 pandemic and the use of Google Meet in teaching English at SMP Al-Azhar Syifa Budi Solo.

a) Offline Observation

Observation about teaching system during covid-19 pandemic will explained into three part, namely opening, main activity, and closing. This observation be held on 22 and 29 March on eight class Tarmizi and Mrs. DWW as teacher. The observation conducted on 07.30 AM to 08.30 AM.

1) First Observation

This observation conducted on Tuesday, 22 March 2020 in eight grade Tarmizi class at 07.30 AM to 08.30 AM.

I. Opening

During teacher come to classroom, she open her laptop and open the Google Meet so students who join on online class can join. Before teacher open the class, she ask to students about any trouble the students face during PTS on last week. She also inform about her students about their score on PTS and can be see on Google Classroom, but she don't give students PTS worksheet with reason as for documentation. After finishing inform student score, she open the class with absence all student on offline and online class.

II. Main Activity

Due PTS last week, the teacher will give light teaching material with theme "In my Dream House" in order not weight students. In this teaching-learning activity, she will explanation about everything about what in her house with drawing her house design and furniture placement.

After that, she ask all students to drawing they house design and furniture placement on each room about their dream house. She give all student fifteen minute to drawing their dream house. Went time out, she choose one students on classroom to go forward class to show his drawing and explanation everything on his dream house.

III.   Closing

Before teacher closing the class, she choose some students randomly to become leader on next group presentation. The students has be choose by teacher then can choosing one students to become his/her group member each turn. During choosing group member, there one student must choose become group with online group or offline group because she should on online group class but she join on offline group class. After finishing with choosing group member for next presentation, teacher closing the class with absence all student and asking online group class to submit their drawing about their dream house

on Google Classroom before 12.00 PM. She also reminder all students to come on school so they can presentation

2) **Second Observation**

This observation conducted on Tuesday, 29 March 2022 in eight grade Tarmizi class at 07.30 AM to 08.30 AM.

I. **Opening**

Before teachers open the classroom, as usually, she open her laptop to open online classroom and choose one of students to remind other students who join on online classroom to join the class. After all students join in class, she absence all students by asking their name and students must answer when their name be called.

II. **Main Activity**

In the initial plan, she want all students to gather based on the group that had been set last week meeting. But because not all students did come to school, she continue the teaching material from last week and asking all students to open their guide book.

Today activity, the teacher will teach the thing are usually find in the room. To open the section, she chose random students from online and offline class to mention three object the usually find in the kitchen, bedroom, living room, bathroom.

After asking some students, teachers order all students to open their guide book and try to answer a question on the guide book. Teacher will give students five minute to answer all those question and after that they will discussion about the right answer together.

After that she choose one of her student in offline class to answer randomly. During discussion about the right answer, teacher also explanation about new vocabulary that not usually be used in the conversation or text especially in Indonesia. She also explanation about some vocabulary with nearly same meaning like "above", "ceiling", and "roof".

III. Closing

Before teachers closing the class, she ask to all students if there any question about teaching material today. She also remind to all student to prepared all material for presentation about next week.

b) Online Observation

The use of Google Meet in teaching-learning process on English subject at SMP Al-Azhar Syifa Budi Solo will be explained into three part, namely opening, main activity, and closing. The observation be held on 19 April on eight class Tarmizi at 08.00 AM to 08.50 AM and eight class Nasai at 08.50 AM to 09.40 AM. In this observation, the teacher is Mrs. DWW.

1) First Observation

This observation conducted on Tuesday, 19 April 2022 in eight grade Tarmizi at 08.00 AM to 08.50 AM.

I. Opening

Before teachers opening the class, she order one of her students on online group to invite all students online class to join the classroom. This time teacher use her smartphone to open Google Meet.

After all student has join the class, she start absence all students and students must answer went their name be called. She also say congratulation on students who already presentation on last week and and asking to group of students who to preparing their material so they can presentation their material more batter.

II. Main Activity

Teaching material be give by teacher are same with the eight class, but the process in teaching-learning process different from eight class Tarmizi because the teacher teaching through smartphone not with laptop. With teaching online using smartphone, teaching-learning process become less interactive, not only that in eight class Tarmizi also same with eight class where all students also not open their camera and only open their audio when teacher give question on students.

III. Closing

Before teacher closing the class, she asking to her all students if there any question about teaching

material today. If there no question about teaching material today, she closing the class with absence all students and the students who his/her name call must answer.

2) **Second Observation**

This observation conducted on Tuesday, 19 April 2022 in eight grade Nasai at 08.50 AM to 09.40 AM

I. **Opening**

Before starting the class, first, she will ask the online class representative to get students who are not present in online class to immediately join the class. Different with the last class before, this time she use her laptop to open Google Meet. After all student has join the class, she will start absence all student from offline class to online class. For online class, the student will be reputed join the class if went teachers call the student name, those student must answer her call and have already join the class went the class has begin. After all student have been absence, she will review some teaching-learning process from previous

meet and asking to students if there any question about teaching-learning process from previous study. If there no question, teacher will start the teaching material for today.

II. Main Activity

Teacher will asking student who study in offline class to open the guide book on specific page. Different with the eight class Tarmizi, she spit screen with students who join in online class about teaching material base on guide book from her laptop. After that teacher asking one of her students randomly to reading those text. Finish with the reading those text, teacher will chose another two of her students to translate those text. Every paragraph will be translate by one student. If those student make mistake during translation, teacher will correct it after those student finishing his/her translate.

After finish with translation those text, teacher continued with explanation about adverbs of manners and also the differences between adverb and adjective

beside on her share screen. During this explanation, teacher also open a question section if there any students that still don't understand about adverbs of manners.

If teacher think all student already understand about adverbs of manners, teacher will give her student five minute to think about answer on the next section.

In this section, teacher will chose one student randomly to answer one question and if there any mistake in answering those question, teacher will show the correct answer on her share screen.

After finishing this section, teacher will continuing with listening section. In this section, all students must listening the audio will play from teacher to fill the gap on the text. In this section, teacher will play the audio three time and then choosing one random student to answer base on what his/her hear. If student wrong in answer those text, will correct it and translation in Indonesia language so

students can understand what text want to tell about. Every time students answer, the teacher will display the correct answer on her share screen, so students can fill the answer on their guide book with correct word.

After all the question has been answer, the teacher then translate all those text each sentence, so all the student can understand about story on the text.

During teaching-learning process, all students who join on online class not open their camera. They only open the audio if they must answer the question toward them and when they asking about teaching material.

III. Closing

Before teacher closing the class, teacher will asking to her students if there any question based on the teaching-learning process today, and if there no question the teacher will absence all students and student must answer went their name be call.

2. **Factor that Impede the use of ICT**

   Based on observation and interview conducted at SMP Al-Azhar Syifa Budi Solo, the researcher find out factor that imped the use of ICT in teaching process. Factor that impede the use of ICT on SMP Al-Azhar Syifa Budi Solo classification into two category, those are:

   a) Teacher level barriers

      1) Lack of teacher competence

         From observation been conducted on SMP Al-Azhar Syifa Budi Solo, all teacher who teaching in English language have competence in implementation of Google Meet in their teaching material, because all english teacher in SMP Al-Azhar Syifa Budi are still young and they have through training about all application being implementation on SMP Al-Azhar Syifa Budi Solo, included Google Meet. This proven with certificate as prove they finishing all their training and can be seen on appendix 05.

      2) Lack of teacher confidence

         In observation conducted by the researcher during teaching-learning process, all teacher who teaching in English language show they confident in using Google Meet as

teaching media for online group and even they sometime make a joke with her students during teaching-learning process. This also support with fact they already implementation of Google Meet in teaching-learning process during covid-19 pandemic in Indonesia and make all activity must through online.

3) Resistance to change

From interview with Mrs DWW and Mrs MDW, all teacher on SMP Al-Azhar Syifa Budi Solo have will to changes in teaching method with development of technology. This has be proof when covid-19 pandemic outbreak start in Indonesia and all study change into online activity, all teachers on there must study about any application and technology that help them in teaching online. It proven with Mrs. MDW said when interview, as *"Yes, before we implementation all of those application, all teacher on SMP Al-Azhar Syifa Budi Solo have through training about those application and we even got Google for Education certificate as proof all the teachers in SMP Al-Azhar Syifa Budi Solo has finish with their training related with all of those*

application". With those statement, it can be prove all teachers on SMP Al-Azhar Syifa Budi Solo have willingness to changes their teaching method. In this condition today, teacher only need mix their teaching method before covid-19 pandemic with teaching method during covid-19 pandemic, based on their teaching style.

4) Negative attitudes

Based on interview and observation, all teacher on SMP Al-Azhar Syifa Budi Solo don't show any negative attitude on implementation of Google Meet in their teaching-learning process. This prove with all teacher on SMP Al-Azhar Syifa Budi Solo has been through some training about the use of application Google Meet and have certificate as prove they finishing all their training and can be seen on appendix 05.

b) School level barriers

1) Lack of time

The result from observation, all teachers have beliefs about teaching and computer. That can be prove from with the use of media Google Meet in teaching-learning process

during covid-19 pandemic outbreak in Indonesia. The proven can be seen on appendix 04. Not only that based on the pre-observation, teachers also use computer in teaching for playing video related with teaching material from YouTube or playing audio to answer some question on guide book in teaching-learning process.

2) Lack of effective training

The result from interview with Mrs. MDW, all teachers on there already got training about application Google Meet during outbreak of covid-19 pandemic in Indonesia, where all school must study through online. This proven with answer from Mrs. MDW as "*before we implementation all of those application, all teacher on SMP Al-Azhar Syifa Budi Solo have through training about those application and we even got Google for Education certificate as proof all the teachers in SMP Al-Azhar Syifa Budi Solo has finish with their training related with all of those application*". For proof all those teachers has give training on application education basis on Google, they all have certificate for evidence all teacher has finishing their training.

The prove teacher have finishing their training can be seen on appendix 05.

3) Lack of accessibility to ICT-based resources

All teacher on SMP Al-Azhar Syifa Budi Solo has access to used all facility they need in teaching-learning process like used wifi to connect with Google Meet and audio speaker in listening section for offline classroom. This proven from answer of Mrs. DWW in interview as "*For supporting media, the school institution already have installation a wifi, projector, and sound system in each class and can be access every time they need*".

4) Lack of technical support in classroom

The result from interview and observation, media and technical support in teaching online and offline are already facilitated in order to successfully teaching-learning process. They even have buy and created a account Google Meet for every class in order to efficient in teaching-learning process, where all student in online group can join online classroom without must waiting teacher to created and send link to online class every day. The school institution also facilitated

every class with projector, audio speaker, and wifi and can be access anytime whenever teachers need. It proven can be seen on one of Mrs. DWW answer, as *"For supporting media, the school institution already have installation a wifi, projector, and sound system in each class and can be access every time they need".* For projector, audio speakers and wifi maintenance, the school institution always overseeing the condition of those media. It proven with one of Mrs. DWW following answer about supporting media as : *"We don't have any significant problem with management the school financial in order to maintenance all of those supporting media and it from all cost from school budget".* Because in Oxford learning, the mentor do teaching-learning process through online due distance between school with mentor institution itself.

B. Discussion

Discussion is the explanation of data based on the research problem of the study. The discussion contains the extend use of ICT in teaching and factor the impede the use of ICT in teaching.

1. **The Extend use of ICT in Teaching**

   Based on the Oliver (2003) predicts, the role of ICT in education sector will left behind than other sector. The basic of Oliver statement comes from condition developing countries, where there several factor that hinder of implementation of ICT in education. Namely, inadequate financing, inaccessibility to these ICT resources and the requisite skills needed to use ICT is some factor that hinder the implementation of ICT in education. This statement be support by Shelton. Shelton (2006) believes that the socio-cultural context within which faculty work informs their choices by either supporting or curtailing them.

   Meanwhile, based on observation and interview, SMP Al-Azhar Syifa Budi Solo already implementation the use of ICT in teaching without any significant problem with correct school regulation. The ICT being used in SMP Al-Azhar Syifa Budi Solo in teaching is Google Meet, Zoom, and Google Classroom. Beside those, supporting media and technical have been facilitated like email for all those application, projector, audio speakers, and wifi. Before the implementation all of those application, the school government already give a training to all their teachers and they have certificate to approve they already finishing with their training on those application. In teaching learning process, all teachers use Google Meet to

explanation their teaching material, except for Oxford subject studies. For financial, the school government did not have any problem for maintenance all those supporting media

In implementation of ICT with curriculum 2013, especially for student attendant and activity sheet, all teachers have their own solution for those problem. In students attendant, students must answer went teachers tell their name in opening and closing class. For students who not answer both in opening and closing class, they will reputed not attending class. Meanwhile for student activity sheet in English subject, teacher will give a question based on the guide book toward student or choosing one student randomly to answer those question. Sometime teachers also give assignment during teaching-learning process to be posting on Google Classroom in limited time the teacher already mention during teaching-learning process. In choosing group for presentation assignment, teacher choose some student to became leader group and let them to student choosing their member based on online and offline.

The result of data be collected by the researcher show the benefits from ICT in teaching role. This appropriate with theory from Lim and Tay (2003) where ICT can be categorized as; (1) information tools, (2) situating tools, (3) construction tools, and (4) communicating tools. Based on those

explanation, ICT have important role as communicating tools in teaching-learning process, especially for online class.

This research have same similarity with the research from Shiva Khatoony and Maeda Nezhadmehr (2020) with title EFL Teachers' Challenges in the Integration of Technology for Online Classrooms during Coronavirus (COVID-19) Pandemic in Iran, where ICT have important role as communication tools because in this research, all teaching-learning process using online because all school must close during covid-19 pandemic.

From those statement above we can conclude the extent use of ICT in English language is very helpful on teaching-learning process, especially during covid-19 pandemic. This can be see on how well the teacher use Google Meet application without problem during teaching.

2. **Factor that impede the implementation of ICT using Google Meet in teaching**

Based on Schoepp argument (2005, p. 2) she has listed difficulties in integrating ICT into education especially into classroom instruction, which is a complex process where many difficulties may be encountered as 'barriers'.

Meanwhile, based on Birch Burnett (2009) study tried to find out what motivates faculty to use technology, what the latter's attitude towards educational technology was and the factors that enabled and hindered their use. The study revealed that there exist institutional barriers which include: lack of academic leadership, unclear vision and the absence of formal strategic planning as well as wanting institutional policies. On the other hand, barriers emanating from the individual were discovered to be heavy course loads that left faculty less time to do little else whereas pedagogical barriers had something to do with course designs.

That statement support with by Koçak Usluel and Yıldız. According to Koçak Usluel and Yıldız (2012), "pedagogical belief", "skill", "technical support", "tools-infrastructure" are the main factors affecting the process.

From all those theory above, factor the impede the use of ICT category into two barriers, those are; (1) teacher level barriers and (2) school level barriers. This appropriate with theory from Bingimlas (2009) where he identifies two main categories of barriers; (1) teacher level barriers (lack of teacher competence, lack of teacher confidence, resistance to change, and negative attitude) and, (2) school level barriers (lack of time, lack of effective training, lack of accessibility, lack of technical support).

Based on the data collected from observation and interview on research finding, we can conclude if there no any problem from institutional barriers from lack of academic leadership, unclear vision and the absence of formal strategic planning as well as wanting institutional policies. This statement can be proof in research finding and research background, where principal give training to all teachers in SMP Al-Azhar Syifa Budi Solo before they implementation the use of ICT in teaching online and facilitated all class with speaker, projector, and wifi in all class. The principal also created and send e-mail to all students, so they can join in online classroom for each class without must waiting order to join the online class.

From all those statement can be conclude there are no any significant problem whatever from teacher barriers and school barriers. The root of problem in implementation of ICT in SMP Al-Azhar Syifa Budi Solo comes from their students. The result of this research nearly same with research from Dedi Kurniawan (2014) with the title "Obstacles Teacher Face in Integration ICT into ELT in Senior High School in Palembang". Based on his research, he find out fifty English teachers in senior high school in Palembang face some obstacles in implementation ICT in ELT (English Language Teaching). The major obstacles they face is come from school level barriers, especially in lack of time, lack of accessibility to ICT based

resources, and lack of technical support. Meanwhile in teacher level barriers, they have the competence, feel confident and do not have negative attitudes toward ICT integration into ELT.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research design and discussion in the previous chapter, the researcher made conclusion the extent of implementation of ICT using Google Meet in teaching at eight grade of Tarmizi and Nasai on SMP Al-Azhar Syifa Budi Solo in academic year 2022/2023 is in every teaching-learning process aspect based on curriculum 2013. From attendance, student activation, and scoring system are being process through Google Meet during teaching-learning process and in order to ensure in teaching-learning process, the school institution has facilitated with wifi, audio speaker and projector in each classroom. The school institution also has buy and make their own Google Meet account on each class in order to efficient in join online classroom.

Meanwhile, factor and condition impede implementation ICT using Google Meet in teaching at eight grade Tarmizi and Nasai on SMP Al-Azhar Syifa Budi Solo in academic year 2022/2023 are established classroom practice and access time. All teaching subject on SMP Al-Azhar Syifa Budi Solo only have one hour every week and in fasting mouth only have fifty minute, that not include with waiting some student who late to join in online classroom. For established classroom practice, there some student who not follow with school regulation in

devide student group in online and offline class. Another problem is during teaching-learning process, all student don't open their camera so teacher can monitoring if all student really pay attention with teaching material be give from teacher or only join the classroom.

B. Suggestion

1. For Teachers

    a) Teachers must create comfortable atmosphere during teaching-learning process like sometime make joke during teaching-learning process.

    b) Teachers must choosing teaching method that make student become active during teaching-learning process, whatever who join on online class or offline class.

    c) Teachers must prepare laptop or smartphone with Google Meet has been active before they come into school to efficient time in teaching, especially on first subject.

2. For Student

    a) Students who join in online class must open their camera during teaching-learning process so teacher can monitoring students activity whatever they pay attention on teacher explanation or only join the class.

b) Students must obey with school regulation on who student must join online class and offline class, especially on teacher order to come in offline classroom during presentation.

3. To other researcher

   a) This research can be used as a reference to the other researcher. The researcher know that this research paper cannot give many contribution in implementation of ICT.

   b) The researcher suggest to the other researcher in conducting a research, the researcher should understand with the theory being used in the research in order prevent any mistake in taking data.

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Appendix 01

List of Students

No	Nama Murid
1	ARP
2	ABH
3	AQY
4	AZA
5	AMR
6	ADRM
7	ANS
8	ASA
9	CNHP
10	GA
11	HMA.
12	JGE
13	KA
14	KML
15	LHF
16	MPA
17	NAS
18	QN
19	RIP

20	RSA
21	RGA
22	RAA
23	RAS
24	RFZ
25	RIB
26	SAA
27	SHPF.
28	VRJ
29	ZMM

Appendix 02

Interview with the Teachers on SMP Al-Azhar Syifa Budi Solo

a) Interview with Mrs. DWW (March 30,2022 at 12.27 AM)

Q : What kind ICT you used in online learning during covid-19 pandemic at SMP Al-Azhar Syifa Budi Solo?

A : Google Meet and Google Classroom.

Q : Why you choose those application in teaching-learning online?

A : Because the school institution have decide those application in teaching-learning online, not only on English subject but also on other subject study.

Q : Did school institution have a supporting media with implementation of all of those application, especially in teaching method today?

A : For supporting media, the school institution already have installation a wifi, projector, and sound system in each class and can be access every time they need.

Q : For the maintenance all of those supporting media, are school institution itself have significant problem in management the school financial?

A : We don't have any significant problem with management the school financial in order to maintenance all of those supporting media and it from all cost from school budget.

Q : Did school institution give all teachers in SMP Al-Azhar Syifa Budi Solo give basic training about those application before they implementation those application for teaching-learning online?

A : Yes, they did give training to all teachers before they try to implementation those application went all school must change from offline to online in teaching.

Q : During implementation those application are you have some obstacle in teaching-learning process, like how much teaching material must be complete in one semester or how do you creating teaching module?

A : No, because during covid-19 pandemic not all teaching material must be teach on students.

Q : In curriculum 2013, there are several point in students assessment sheet where one of them is students activity assessment sheet. How do you give a point on those sheet?

A : For students activity assessment sheet, i give students a question during teaching-learning process to students. If there a students who trying to answer on my question, i will give a point, whatever its true or false answer.

Q : If there any students who not active in class or absent, whatever in online or offline class, how you handle those student?

A : i will throw a question toward those student and for students who absent especially in online, i will inform the homeroom teacher so he/she can contact toward students parents about their child absent so their parents can monitoring their child activity in study.

Q : In choosing group presentation, how you split all students into several group in this covid-19 pandemic?

A : in choosing group for the presentation, i choose some student to became the group leader. After that, i let those group leader choosing their group member based on which group where they are is online class or offline class.

b) Interview with Mrs. MDW (May 12, 2022 at 12.00 AM)

Q : What kind ICT you used in online learning during covid-19 pandemic at SMP Al-Azhar Syifa Budi Solo?

A : Google Meet, Zoom, and Google Classroom

Q : Why you choose those application in teaching-learning online?

A : Because the school institution have decide those application in teaching-learning online, not only on English subject but also on other subject study.

Q : Did school institution give all teachers in SMP Al-Azhar Syifa Budi Solo give basic training about those application before they implementation those application for teaching-learning online?

A : Yes, before we implementation all of those application, all teacher on SMP Al-Azhar Syifa Budi Solo have through training about those application and we even got Google for Education certificate as proof all the teachers in SMP Al-Azhar Syifa Budi Solo has finish with their training related with all of those application.

Q : During implementation those application, are you have some obstacle in teaching-learning process, like how much teaching material must be complete in one semester or how do you creating teaching modul?

A : Yes, there are some obstacle in teaching-learning process especially in online class. Sometime students don't open the camera during teaching-learning process so i can't monitoring if those students pay attention with my teaching material or they only join the class. Meanwhile on number of teaching material must be teach, not

all teaching material on curriculum not be teaching on students so there not any problem.

Q : In curriculum 2013, there are several point in students assessment sheet where one of them is students activity assessment sheet. How do you give a point on those sheet?

A: To give point on students activity assessment sheet, i usually throw some question toward students to answer. Not only that, sometime i give a homework to students.

Q : If there any students who not active in class or absent, whatever in online or offline class, how you handle those student?

A : if there any students who not active in class, i usually give a question toward those students and also give motivation during teaching-learning process. For students who absent on class without any permit from parents, i report those students to their homeroom teachers so those teachers can give a warning toward student parents.

Q : In choosing group presentation, how you split all students into several group in this covid-19 pandemic?

A : I usually let those students to choose a their group base on which group they belong on online or offline class.

Appendix 03

Picture Condition of

Teaching Learning in

Classroom

1) Teacher drawing example of her ideal home

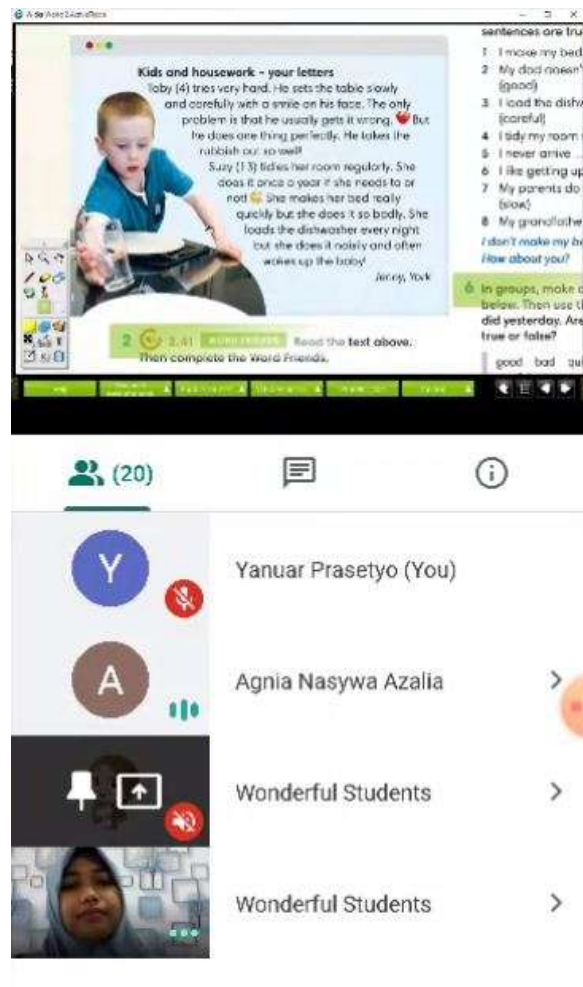2) Teacher asking one of her student to presentation his drawing about his ideal home

Appendix 04

Picture of Teaching
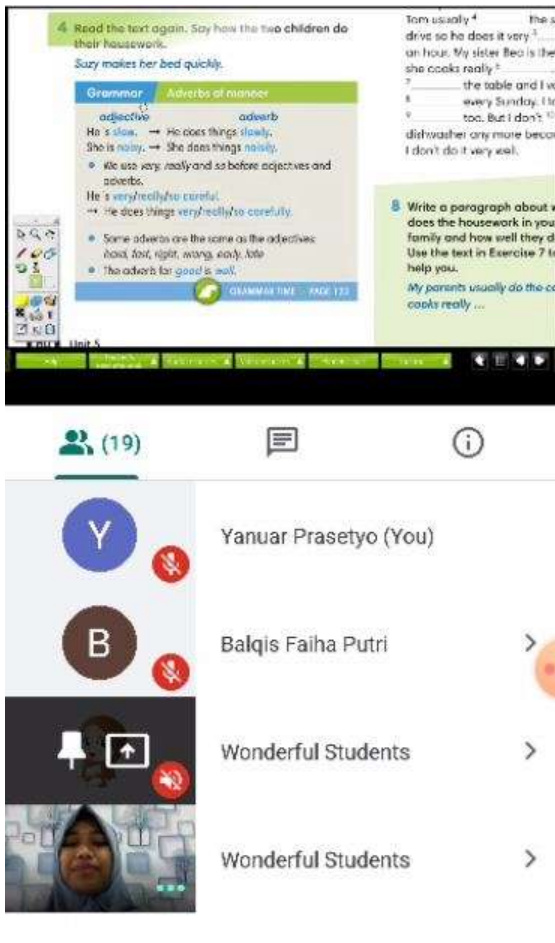
using Google Meet

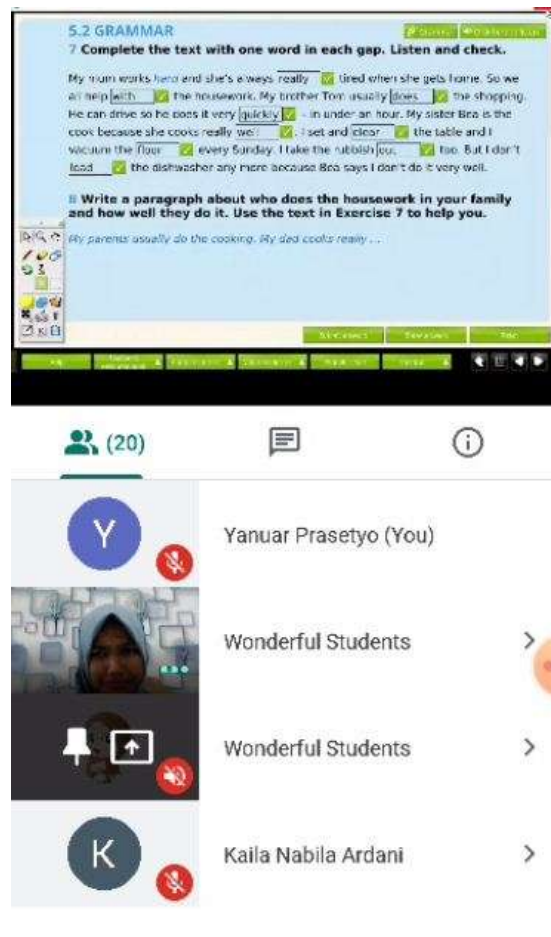1) Teacher check student attendance

2) Teacher asking her student to reading the text

3) Teacher explain about adverb of manner

4) Teacher asking her student to answer after listening dialog

Appendix 05

Picture of Google for

Education Certificate

Pendidik Besertifikasi Google

LEVEL 1

Sertifikat diberikan kepada

Martha Dewi

atas kemampuannya dalam pengetahuan, keterampilan, dan kompetensi
dasar yang diperlukan untuk menerapkan solusi
Google for Education.

Sertifikat diterbitkan tanggal
December 30, 2020

Sertifikat berlaku sampai
December 30, 2023

Google for Education