

**TEACHERS' PERCEPTIONS REGARDING THE FLIPPED
CLASSROOM METHOD OF USING GOOGLE CLASSROOM
DURING THE COVID-19 PANDEMIC**

A THESIS

Submitted as Partial Fulfillment of the Requirements for Master Degree
in English Education Program



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DECLARATION OF ORIGINALITY

Ezil Pawesti, P2A420018, clarifies that this thesis is my work and has not been submitted in another degree or diploma at any university or other institute or tertiary education. However, information derived from published and unpublished works has been acknowledged in the text as a list of references is given in the references.

Jambi, January 2023

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LETTER OF RATIFICATION

This thesis entitled “Teachers’ Perceptions Regarding the Flipped Classroom Method of Using Google Classroom During the Covid-19 Pandemic” written by Ezil Pawesti, student’s registration number P2A420018 has been defended in front of the board examiners on January, 6th 2023 and was declared acceptable.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

SO VERILY, WITH THE HARDSHIP, THERE IS RELIEF.
VERILY, WITH THE HARDSHIP, THERE IS RELIEF.

94:5-6

ABSTRACT

Pawesti, Ezil. 2023. Teachers' Perceptions Regarding the Flipped Classroom Method of Using Google Classroom During the Covid-19 Pandemic, Graduate Program of English Education, Universitas Jambi. The first supervisor is Prof. Hadiyanto, S.Pd., M.Ed., Ph.D. The second supervisor is Dr. Yanto, S.Pd, M.Ed.

This study focuses on identifying the teachers' perceptions regarding the flipped classroom method of using Google Classroom during the Covid-19 pandemic at a high school in Jambi city. Since the flipped classroom method utilizes technology to help the material delivery and teaching-learning process, then this study describes teachers' perceptions as participants and reveals how they used the flipped classroom method using technology during the Covid-19 pandemic. This study uses qualitative methods because the analysis is in the form of descriptions, not numbers. The data were utterances containing the perception of the English teacher about the flipped classroom method, and the data source was from 2 female teachers who use this method in four classes. Some data were collected through open interviews in an observational study using an observation checklist. This study reveals some of the obstacles and benefits of the flipped classroom method using Google Classroom and activities in implementing the flipped classroom approach using Google Classroom. In addition, researchers also suggest additional applications to assist teachers in teaching using Google Classroom to overcome ineffectiveness in providing instant feedback to students.

Keywords: *The Flipped Classroom, Google Classroom, Perception*

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The Coronavirus or known as Covid-19 has become a global pandemic since 2019. The massive spread of Coronavirus forces social distancing policy to minimize the space of the virus. According to UNESCO (2020), schools are closed in many countries due to a public health emergency. Until the first of April 2020, UNESCO recorded at least 1.5 billion school-age children who could not attend school due to the impact of Covid-19 in 188 countries, including 60 million of them in Indonesia (UNESCO, 2020; Rahayu & Wirza, 2020). This policy forces all teachers in Indonesia to make the transition in the way they teach from face-to-face to online learning. So teachers should be able to adjust strategies to improve the learning process inside or outside of the classroom by using technology as the solution to help students learning in online.

This is such a challenge for the digital transformation of the education world in conducting the learning process. The existence of information and communication technology provides an opportunity to improve the quality of teaching and learning, namely with open access to find wide learning resources for students. This is the factor of a new learning orientation called student-centered learning. One of the implementations of student-centered learning itself is the existence of blended learning which is a form of learning blended between face-to-face learning and online learning.

Blended learning is an ideal learning concept in unusual conditions. Blended learning allows learning media to be accessed from anywhere and anytime. It can be via cell phones (Arrosagaray et al., 2019; Mulyanto et al., 2020; Purba, 2021). Furthermore, one of the learning models that can be applied when carrying out student-centered learning based on blended learning is the flipped classroom.

At first glance, the flipped classroom may seem to be an educational methodology that is incompatible with virtual teaching during social distancing as, at the very least, it requires semi-presential learning; however, if one considers the possibility of face-to-face teaching through synchronous communication tools that allow immediate communication between university professors and students, this educational methodology is an effective alternative to distance learning (Yang, 2020). Also according to (Jensen et al, 2015; Erdemir & Ekşi-Yangın, 2019), the main purpose of flipping a classroom is to deliver the content of the course by pre-recorded videos or other online tools and using the class time more effectively for implementing constructivist and hands-on activities (the problem solving, critical thinking, pair work, group work, etc.) and increasing interaction in the classroom between learners and instructor. Meanwhile, in flipped classroom implementation students' class time focuses on discussion, engaging with classroom activities, and feedback, outside the class the students have a responsibility for their learning, they form their knowledge via instructional videos and additional material (Yavuz et al., 2019). Then, Collado-Valero et al., (2021) identified significantly different improvements in the use of online digital

resources under flipped classrooms, especially those related to video and audio resources providing more opportunities for students to share their learning experiences through online learning. However, teachers had to harness the best of flipped teaching and adapt it to a completely virtual context.

To facilitate the implementation of student-centered learning activities, teachers can take advantage of various LMS available, one of which is Google Classroom developed by Google and intended for the world of education. It is a free app for teachers and students which makes it suitable for developing countries, where learners can access it without feeling overwhelmed. It can serve as a learning management system in schools, colleges, and higher education institutes. Teachers can effectively utilize classroom time by using Google Classroom on a flipped class implementation that helps the students to achieve higher-order thinking skills, so students show excellent progress both outside and in the classroom (Supiandi et al., 2019). Google Classroom has created an online learning environment as an easy and secure social network, so teachers can share content, create assignments for courses, then contact students to upload them before the due date. Therefore, the notion that Google Classroom integrates into instruction is perfect for flipped class models. (Smith & Boscak, 2021; Campillo-Ferrer & Miralles-Martinez, 2021) examined the standard of flipped classroom pedagogy, in which students were provided with self-learning educational resources, e.g., pre-class videos or case studies, together with interactive online lectures in which learning topics were revisited and discussed. They noted both the student's satisfaction with the approach invested by the flexible and engaging

material used and their subsequent confidence in the skills developed during the course. In parallel, (Monzonis et al., 2020; Campillo-Ferrer & Miralles-Martinez, 2021) examined the perceptions of pedagogy students who followed a flipped methodology during the COVID-19 crisis and found that most of them had improved their digital skills and increased their motivation thanks to this methodology.

The conclusion is the implementation of flipped classroom method provides a positive vibe to student learning behavior and teacher understanding of Google Classroom usage as educational technology in learning online during pandemic the Covid-19. Giovannella et al., (2020) conducted a study on the Italian school system to capture how the teachers perceive and experience online education two months after the beginning of the Covid-19 pandemic. It was found that teachers had a positive perception of using technology. The professional development of teachers in digital skills is needed to prepare for future teaching activities.

The context of this study is on teachers' environment. Their experience helps them to understand the material while participating in flipped classrooms in online learning during the pandemic. For senior high school teachers in Jambi, Indonesia, online learning is still a new system for teaching. Teachers' perceptions of online learning are crucial to facilitating an effective online learning environment. Therefore, this study aims to investigate the teachers' perceptions regarding flipped classroom method of using Google Classroom during the Covid-19 pandemic.

1.2 Formulation of the Problem

To focus the study the following research questions are formulated:

1. How do the teachers perceive flipped classroom method using Google Classroom?
 - 1.1 What are the obstacles according to the teacher's perception of the flipped classroom method using Google Classroom?
 - 1.2 What are the merits according to the teacher's perception of the flipped classroom method using Google Classroom?
 - 1.3 How did the teacher implement flipped classroom approaches in Google Classroom?

1.3 Limitations of the Study

There has been a lot of research on the implementation of the flipped classroom, but specifically using Google Classroom needs to be investigated further since the social distancing policy in the pandemic period was enacted. Therefore, this study was limited in knowing the teacher's perceptions of flipped learning by using Google Classroom during the Covid-19 pandemic and implementing the flipped classroom approach in Google Classroom.

The focus method of this study used qualitative descriptive. Then, the data instruments used are semi-structured interviews and documents. While the analysis technique used thematic analysis.

This study is limited to one school setting for easy sampling, but the same research can produce different results in other schools. Also, the number of

participants in this study is small. The researcher only take two participants from eleventh and twelfth-grade English teachers at one of the Senior High schools in Kota Jambi who had experienced the flipped classroom method by using Google Classroom during the Covid-19 pandemic. However, as a pilot study with a little sample size, this investigation can still give some indication of the teachers' perceptions in the flipped classroom by using Google Classroom and evaluate how the implementation of Google Classroom and flipped classroom might contribute to their teaching practice in the future, also establish some foundations on which further research can be conducted.

1.4 Purpose of the Study

This study aims to provide insight into the Flipped Classroom method as a learning model by focusing on the teachers' perceptions and also to describe activities carried out by the teacher in implementing the flipped classroom approach to Google Classroom as a web-based learning tool during online learning.

1.5 Significance of the Study

Theoretically, this study is expected to contribute to adding references for the teacher who wants to implement the flipped classroom for teaching English and using e-learning as a learning media in first high education. Thus, the implementation of flipped classrooms will affect students in receiving the lesson.

Practically, the results of the study can be a reference to other teachers who have the same interest in researching the use of Google Classroom in flipped learning.

The previous study shows consistency based on observations, surveys, and analysis of student perceptions that blended learning design in the online application is not only useful as an active and independent learning tool but also achieves good results in understanding learning.

1.6 Definition of Key Terms

- a. *The flipped classroom* is known as a student-centered approach that involves blended learning in classroom activities and allows students to watch videos at their preferred time outside of class, then create explanations or summaries of activities in the class.
- b. *Google Classroom* is a free application for educational technology that allows teachers to share materials, accept assignments from students, make collaborate between students, and give feedback and grades to students.
- c. *Perception* is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment and conscious experience.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Flipped Classroom Method

Flipped classroom model, as a result of the integration of technological advancements into instruction, assumes an inverted classroom (Fraga & Harmon, 2014), “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (Bergmann & Sams, 2012, p. 13). It draws on “constructivism, emphasizing social interaction and active knowledge building” (Comber & Brady-Van den Bos, 2018, p. 684).

However, the amount of literature and studies that pertain to the Flipped Classroom is limited. There is some anecdotal data and research that has been completed by principals and teachers over the last few years. Greg Green, Principal of Clintondale High School outside of Detroit Michigan, decided to flip the instruction of his entire high school. Green’s school is located in a low socio-economic area that was experiencing an alarming amount of course failures. Before moving to the Flipped Classroom over 50% of Clintondale’s students were failing English, 44% failed Math, and there was a total of 736 discipline cases in a single year (Johnson, 2013; Green, 2011).

After flipping his high school Green saw a dramatic improvement, 19% of students failed English, 13% failed Math, and discipline cases were reduced to 249. Crystal Kirch, a teacher also from a low socio-economic area in Lake Forest California, reported dramatic increases in student performance because of the

Flipped Classroom (Kirch, 2012). Kirch noted increases in the number of students getting A's and B's, overall class averages, and fewer course failures in each of her three math courses.

2.1.1 Definition and Concept

The flipped classroom is defined as a class that is reversed. The concept of the flipped classroom itself is what is generally done in the classroom is now done at home and what is done at home is now done in class. It is also known as a student-centered approach to learning where the students are more active than the teacher in the classroom activity. In this case, the teacher acts as a facilitator to motivate, guide, and give feedback on students' performance (Bergmann & Sams, 2012).

The flipped classroom is an element of blended learning, integrating both face-to-face learnings in the class through group discussion and distance learning outside the class by watching video lessons and online collaboration (Halili & Zainuddin, 2015). Hence, by implementing the flipped classroom approach to teaching and learning activities, the teacher can move the directly traditional explanation to video recording and students can watch the video anywhere outside of class. Moreover, at home, students can watch the video instruction as much as they wanted to understand the topic and complete the assignment in class and the teacher is available to check the student's comprehension.

This means that the teaching and learning activity which is normally delivered inside the class is moved outside the class and homework which is

normally the students do outside the class is shifted into the class. Herried & Schiller (2013) stated that in the flipped classroom, what is usually done in the class and what is usually done as homework is flipped or inverted. Instead of students listening to a lecture on, say, genetics in class and then going home to work on a set of assigned problems, they read the material and view videos on genetics before coming to class and then engage in class in active learning using case studies, labs, games, simulations, or experiments.

Flipped lassroom allows students to focus on activities that enhance higher-order thinking skills. It is based on the fact that students have different independence in learning activities. The flipped classroom is instructed and represents a modification from passive to active learning to focus on higher thinking skills such as applying, analyzing, evaluating, and creating (learning objectives of Bloom's revised taxonomy). There are six stages of learning level in Bloom's revised taxonomy which are remembering, understanding, applying, analyzing, evaluating, and creating. In the traditional model, remembering and understanding are normally done during the class session, and the 4 others, applying, analyzing, evaluating, and creating are held when students are outside the classroom. In the flipped classroom strategy, the learning level which is usually done throughout the class session is moved outside classroom activity, and the learning level which is usually done outside the classroom is moved into the class session (Tucker, 2011).

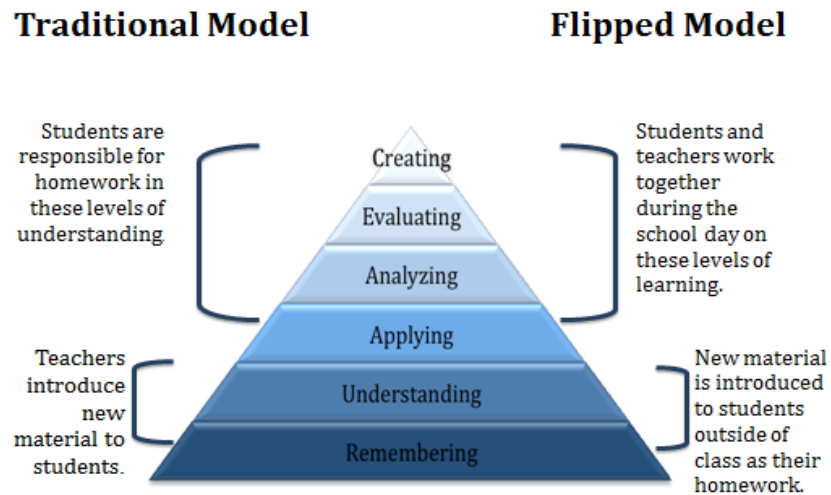


Figure 1. Bloom's revised taxonomy in the flipped classroom (2001)

The study of flipped classrooms was based on the theory of Bloom's revised taxonomy of the cognitive domain. This taxonomy provides six levels of learning:

1. Remembering: in this stage, the students try to recognize and recall the information they receive; they also try to understand the basic concepts and principles of the content they have learned.
2. Understanding: the students try to demonstrate their understanding, interpret the information and summarize what they have learned.
3. Applying: the students practice what they have learned or apply knowledge to the actual situation.
4. Analyzing: the students use their critical thinking in solving the problem, debate with friends, compare the answer with peers, and produce a summary. The students obtain new knowledge and ideas after implementing

critical thinking or a debate in group activities. In this level of learning, the students also produce creative thinking.

5. Evaluating: assessment or established peer-review knowledge, the judge in relational terms; in this stage, students are evaluating the whole learning concepts and they could evaluate or make a judgment on how far they successfully learned.
6. Creating: the students can design, construct and produce something new from what they have learned (Bloom, 1969).

Table 1. Comparison between Traditional Classroom and Flipped Classroom in Bloom's Taxonomy (Zainuddin & Halili, 2016)

Comparison Between Traditional Classroom and Flipped Classroom in Achieving Higher Order Thinking of Bloom's Taxonomy

Level of learning	Traditional classroom tools	Flipped classroom tools
Remembering	Face-to-face lecture	Pre-recorded lecture, reading material, and watching video lectures independently
Understanding	Question and Answer	Reflection, peer-to-peer discussion and collaboration
Analyzing	Homework	Classroom activities such as a group discussion
Applying, Evaluating, Creating	Homework or nothing	Student projects, presentations, peer-evaluation and instructor-evaluation.

In the Flipped Learning strategy, teachers modify direct learning in a large group learning (classroom) and move it into individual learning, using one of several technologies such as video, a course management website, etc. Teachers record and narrate a screencast or video of the lesson on their computer, create videos of themselves teaching, or take video lessons from internet sites such as TED-Ed and Khan Academy (Hamdan et al., 2013).

Many teachers and educators start flipping their classrooms by using these readily available materials. The videos or screencasts are available for students to access whenever and wherever it is available—at home, during study hall, on the bus, even in the hospital—as many times as they like, enabling them to come to class better prepared (Mussalam, 2010). To give the students preparation, teachers can give the students more time for integrating and applying their knowledge, and a variety of student-centered, active learning strategies such as conducting research or working on projects with classmates. Teachers also can use class time to check on each student's understanding and, if necessary, the teacher can help them to develop their fluency. Teachers can give individual feedback and individual support for students' work through the activities designed to help them master the material.

Flipped Classroom has been compared to online, blended, and distance learning because of the screencast or video components, but, there are clear differences. Online education, for example, occurs only remotely, and the teacher and student are never face-to-face (Oblinger & Oblinger, 2005). Usually, virtual class meetings, assignments, and lectures happen online through a course management website, but not always. Sometimes the lectures and other activities are built up by group chats or other means of facilitating collaboration and peer instruction. Blended classes also have an online element, but that usually occurs during the class time along with direct student-teacher contact (Allen et al., 2007). Students' experiences in face-to-face

sessions change are not necessarily different than what occurs in a traditional classroom.

2.1.2 The Implementation of Flipped Classroom Approach

The flipped classroom is a strategy to help the teacher make time in class more efficient and effective. The flipping classroom changes the traditional teaching strategy by delivering lessons online outside the class and moving homework into the classroom where teachers have more beneficial time to help students with their questions and one-on-one support (Bishop & Verleger, 2013). In the flipped classroom strategy, classroom lessons and Powerpoint slides are pre-recorded. The teacher gives students a task to watch the recorded Powerpoint slides or read the reading material or articles before they come to class. When students come to the class, the role of the teacher has changed from presenter of content to learning mentor. As opposed to delivering information during the class, teachers spend their time talking to students about the lesson, having classroom discussions, working in pairs, and working in small groups of students. The student who understands well about the content can work with other students to help them get the same understanding. The flipped classroom approach offers students the benefits of greater control over their learning. According to (Mihai, 2016), A student-centered approach to teaching shifts the focus from the teacher's needs to the student's needs. There are some benefits supported by the flipped classroom approaches for students and teachers. The benefits of implementing flipped classrooms for students are (1) When students watch or listen to lectures at home, and then solve problems

and apply the new knowledge in the classroom, they get less frustration with their homework, (2) When they don't understand a new concept, they can ask questions and get immediate targeted answers, (3) The time spent in the classroom becomes not enough for all the conversations and collaboration that inevitably spur from exploring subjects in a deeper manner, (4) Last but not least, students who are absent due to illness, too long a commute, or any other reason, can catch up with their peers faster and easier with the flipped classroom model than with the standard one.

A flipped classroom is more demanding than the traditional one. Teachers need to identify the individual learning needs of students, making sure they all use the class time to engage with the learning process. And this can be harder than the traditional teaching model. At the same time, it comes with a set of rewards, such as: (1) When students come prepared to class, there's little to no need for teachers to address content-related questions. Instead, they can support students in better understanding the concepts through practical application, (2) Once a lecture is done, it can be reused as many times as the teacher wants until the content becomes outdated, (3) The flipped classroom gives more freedom for teachers to decide how much time to spend with each student. Struggling students, great performers, introverted kids, and extroverted ones can get the attention each of them needs, (4) Last but not least, it offers more transparency for parents, who will know exactly what their kids are preparing for at school. This can also improve communication between parents and teachers.

Armier and Wang (2021) said to consider the following flow activities you want students to do in your flipped classroom: **BEFORE class** → **DURING class** → **AFTER class**. Before and after-class activities are generally not conducted in real-time (*asynchronous*). Meanwhile, during class activities are conducted in real-time (*synchronous*).

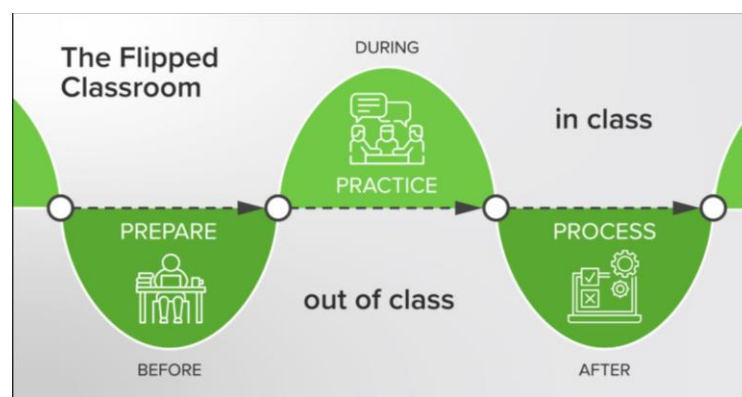


Figure 2. Image retrieved from [Implementing a Flipped Classroom in Medical Education](#) (Horneffer, 2020)

For fully online courses, when the delivery is 100% asynchronous, consider offering *optional* synchronous sessions as a way to flip your online class. First, asynchronous before class: Students can review the requirements for the group final project and they fill out an availability survey in HuskyCT, Qualtrics, etc. to find a day and time to meet during the optional live session. The instructor chooses the best day and time to meet based on students' schedules. Second, synchronous during class: the instructor can hold an optional live session using a video conferencing tool, to go over the requirements for the final group project and have a Q&A session (for students who are not able to attend, you can record the live session with their permission, and provide the recording in

HuskyCT). Third, asynchronous after class: students meet in their groups to get started working on the final project (also, students unable to attend the synchronous session can watch the recording).

The following table, adapted from the flipped classroom model at the University of Texas at Austin (Choe & Seong, 2016), shows the teacher and students' roles in the flipped classroom in various phases.

Table 2. The teacher and students' roles in the flipped classroom (Choe & Seong, 2016)

	Students	Teacher
Pre-class	Access and study the provided materials Take notes of main ideas and questions (if any) Discuss with their peers about questions and assignment	Prepares and uploads materials Keeps track of students' study process through instant feedback (Facebook comment)
Class time	Answer teacher's review questions of the previous weeks (brief review) Attend mini-lectures (if any) and ask prepared questions (Q&A) Practice performing skills which they have learned	Helps students to review learned knowledge/skills Answer students' questions Guides the process with feedback and mini-lectures (if necessary)
After class	Continues to apply their knowledge/skills after clarification and feedback Seek teacher's help when they need it Reflection via after-class feedback forms (6)	Posts any additional explanations and resources as necessary Continues to provide feedback or grade students' work Continues to guide students towards deeper understanding

When the flipped classroom approach is appropriately implemented, students can perform better due to higher intrinsic motivation. There are 4 steps in flipping a classroom according to Amanda Athuraliya (2022): First, Introduce the task; the goal of the very first step is to increase student participation and prepare them for the activities they will be doing online and in class during the flipped classroom session. This starts with setting clear expectations by clarifying what exactly you want your students to do and the

amount of time they will need to spend to prepare for the upcoming in-class activities.

Second, selecting learning materials; you can either create your own material for the flipped classroom or select from what's currently available online. Often these include online resources such as online videos, online reading, and presentations. This can be done through your institute's LMS (Learning Management System), a communication platform such as Slack, MS Teams, or Google Meet, or even through social media channels such as Facebook (groups), or WhatsApp (groups).

Third, evaluating what students have learned; helps both the student and the teacher to know how well the former has grasped the learning material prior to the actual in-class activities. You can easily test their knowledge after they have finished going through the learning material with simple techniques such as self-assessment quizzes, multiple-choice or short-answer questions, online discussion forums, concept maps, and precis writing. You can use an LMS where you can set it up so quizzes are automatically graded, or you can mark them individually and provide formative feedback.

Last, conducting in-class activities; by now students will have different understandings of the material they have reviewed and studied during the out-of-class activities. After assessing and gauging their levels of comprehension, you can select individual or group-based activities to do in the classroom to further assist them with their learning process.

In-class learning activities in the flipped classroom are focused on improving collaboration and interactions among the students, their peers, and the teacher. Here are a few techniques you can use to create an active learning experience in your (virtual) classroom: **individual activities** such as (1) multiple-choice questions and polls will help you take a quick snapshot of how well the students are understanding the material, (2) concept maps, mind maps, and word maps are three effective visual tools to reinforce the student's knowledge of a concept and identify connections and better understand them, (3) individual problem-solving helps students practically apply what they know to find a solution. Doing this under the guidance of the teacher helps the latter give feedback and correct misconceptions instantly, (4) speech presentations help individual students further deepen their understanding of a topic.

The next techniques are **group activities** such as (1) discussions help actively engage the student in sharing knowledge while interacting with the teacher and their peers, (2) affinity grouping helps find common themes in the information. In groups, students can discuss and identify how and why different pieces of information belong under one category.

2.2 Google Classroom

2.2.1 The Definition of Google Classroom

Google Classroom provides a set of powerful features that make it an ideal tool to use with students. Google Classroom helps teachers save time,

keep classes organized, and improve communication with students. Google Classroom is a tool that facilitates student and teacher collaboration; also teachers can create and distribute assignments for students in an online classroom. It makes teachers simply build groups to share assignments and announcements and also can be a tool that makes learners become active participants.

Google Classroom is a Learning Management System (LMS) offered by Google for teachers. This application provides a central location to communicate with students, ask questions, and make assignments (Sudarsana et al., 2019). According to Iftakhar (2016), Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive, and other Apps. Google Classroom allows teachers to spend more time with their students and less time on paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to prepare for classes in advance as well.

Google Classroom can be accessed anywhere and everywhere as long as there is an internet connection and from any devices, communicating between teachers and students, giving feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. It is beneficial for both teachers and students because it is easy and simple to use.

2.2.2 Effectivity in Google Classroom

Google Classroom face-to-face meetings are not seen as user-friendly by teachers. If administrators can make it simpler with a few extra features, such as video streaming, then the effectiveness of Google Classroom can increase dramatically. The study conducted by Nadziroh (2017) regarding the Analysis of E-Learning Effectiveness states that Google classroom is an e-learning platform that has been used massively by students. E-learning effectively improves the learning process. However, the unavailability of virtual interface meetings, connection stability, and good training in using this platform is a challenge and a need to implement this platform in Indonesia. This is due to a lack of direct feedback, followed by unstable connections in various countries, and teachers and students still don't know how to operate the e-learning platform.

Hakim (2016) said that the uncomplicated Google Classroom installation process makes this platform easier to disrupt teaching and learning activities. After administrators set up a Google account equipped with Google Apps for Education for schools, teachers and students can use Google Classroom with their respective Google email accounts. In practice, 8 out of 10 students are more comfortable using LMS-based learning than conventional learning.

2.3 Flipped Learning Method Using Google Classroom

In a time of pandemics that lead to social distancing that includes face-to-face learning in schools, educational institutions have set up technology-based

teaching media that can be accessed online. The technology used is also able to provide blended learning methods and approaches where the focus is student-centered. Based on this view, the flipped-classroom approach has an appropriate rotation between online and face-to-face learning that is guided by teachers to practice or do projects that should be done in the classroom can be done through technology media.

Running sessions outside the classroom requires a means that allows the delivery of electronic teaching materials and active communication. Currently, there is an application for effective classroom management for flipped classrooms i.e. the Google Classroom system. It is used as an educational tool designed to give teachers more time to communicate with students, while students have more time to search for information as well. The use of Google Classroom helps to create and store learning information in one place using Google Docs, Drive, and Gmail. Google Classroom is a free application platform from Google to support teaching and learning programs outside of class or online. Google Classroom is required in teaching and learning when it involves learning activities related to computers and mobile devices (Kumar & Bervell, 2019). This is a learning platform that makes it easier for teachers to create share and classify assignments paperlessly. Google Classroom allows the delivery of teaching materials in the form of video tutorials. According to Hidayat et al., (2019); Stiglitz (2016) said YouTube has a video-sharing site that has already pasted the link in the Google Classroom, Google form is a tool to create questionnaires and exams for

synchronous, Google Calendar supports agenda and planning activities, and Gmail acts as the main entrance for all Google tools.

In summary, the Google Classroom application is a tool for teachers that helps manage tasks, create assignments, and mark grades. Students can check whether the work is completed as scheduled or not and can express comments. The benefits of using the Google Classroom for blended learning organization are as follows: real-time interaction of real-time learning subjects, which is particularly valuable if the volume of independent work is increased; the presence of constant pedagogical support and ensuring the integrity of both in-class and out-of-class work; increasing the visual aids in learning; development of critical thinking (Bondarenko et al., 2019).

2.4 Previous Related Studies

There is some research had been conducted related to this study. The first research in the Journal of Erdemir & Ekşi-Yangın (2019) is entitled The Perceptions of Student Teachers About Using an Online Learning Environment ‘Edmodo’ in a ‘Flipped Classroom’. This study aims to explore student teachers’ experience with using ‘Edmodo’ and a flipped classroom model. The course, Teaching English to Young Learners, which is one of the compulsory courses of the English Language Teaching (ELT) program, was flipped for ten weeks in a class of 31 student teachers at a state university in Turkey. A reflection questionnaire with close- and open-ended questions was given to the student teachers to understand their perceptions of Edmodo and flipped classroom. The findings showed that Edmodo and flipped classrooms are good at training student

teachers to increase their digital literacy, working collaboratively, and controlling their learning process. The paper also highlighted that student teachers intended to use them as a teacher in the future though this was the first experience for most of them. In light of the findings, teacher educators might be suggested to enhance student teachers' digital literacy first by allowing them to experience multimedia tools in teacher education programs.

The next research by Rahayu & Wirza (2020) is entitled *Teacher's Perception of Online Learning during Pandemic Covid-19*. This study investigated EFL teachers' perceptions of online English language learning. Their perceptions were analyzed in three aspects: perceived usefulness, perceived ease of use, and their attitude toward online English language learning. This study employed a descriptive design with a qualitative approach. A survey questionnaire and interview were used in this study to elicit the responses from 102 Junior High School English teachers in Bandung. This study's findings revealed that the participants showed a positive perception of the usefulness and ease of online learning systems during the pandemic Covid-19. Still, more than half of the teachers didn't agree with its effectiveness. Even though teachers face many online teaching process problems, they could show the right attitude toward using technology to teach online.

The third research by Azhar & Iqbal (2018) is entitled *Effectiveness of Google Classroom: Teachers' Perceptions*. The main purpose of the study is to assess teachers' perception of the effectiveness of Google Classroom. The study is carried out through a qualitative research design. The sample of the study, which

uses a semi-structured interview method, consists of 12 higher education teachers who have implemented Google Classroom for at least one semester in their classroom. The data acquired has been put through a comprehensive analysis by coding and categorizing the data through NVivo. Findings revealed that teachers perceive it as only a facilitation tool that can be used for document management and basic classroom management, without having a significant impact on teaching methodologies. The responses of the teachers indicate that the lack of a user-friendly interface is the main reason for its inefficiency. Further studies can be conducted by taking the students' perspectives into account.

Moreover, another research conducted by Gough et al. (2017) is entitled K-12 Teacher Perceptions regarding the Flipped Classroom Model for Teaching and Learning. This study examined K-12 teachers' perceptions regarding the flipped classroom and differences in teachers' perceptions based on grade level and content area taught. A researcher-developed survey instrument was used to collect data from K-12 teachers that utilize a flipped classroom in Southwest and South Central Minnesota. Survey participants totaled 44, which included 27 high school teachers, 15 middle school teachers, and 2 teachers that identified as other. It was found that participants perceived that the flipped classroom creates time for varied instructional techniques, including active learning and higher-order thinking, along with increased student-to-teacher interaction. The insights from the study inform teachers in the field about the benefits and best practices regarding the flipped classroom instructional model.

The last research conducted by Campillo-Ferrer & Miralles-Martinez (2021) is entitled *Effectiveness Of The Flipped Classroom Model In Students' Self-Reported Motivation And Learning During The Covid-19 Pandemic*. This study investigates the effects of the flipped classroom on Education students' perceptions of their learning and motivation during the current pandemic. The sample consisted of 179 student teachers from the Faculty of Education of the University of Murcia in the academic year 2020–2021, in which the flipped classroom model was implemented. Identical surveys were administered and examined through both descriptive statistics and nonparametric tests. Statistically significant differences were found between pre-tests and post-tests with experienced students scoring higher on average in the latter. Most students had a positive perception of the flipped classroom, noting the advantage of practical in-class activities, as well as increased self-autonomy in learning.

Based on the previous study above, the differences between the previous research and this research are the research subjects and population, research methods, and research approaches.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Design of the Study

The researcher investigated teachers' perceptions of the implementation of the flipped classroom method by using Google Classroom. So, the design of this study is qualitative by using interviews and documents. According to Cresswell (2009), qualitative research has multiple sources of data, such as interviews, observations, and documents, rather than relying on a single data source. Then the researcher review all of the data makes sense of it and organizes it into themes that cut across all of the data sources.

In this study, the qualitative descriptive method was employed by involving English teachers in senior high school to be interviewed with open-ended questions, also to describe their perceptions based on their experience.

3.2 Participants

The participants are English teachers at one of the Senior High schools in Kota Jambi. The semi-structured interviews were conducted with two teachers from one school who have taught English experience through flipped classroom method by using Google Classroom during the Covid-19 pandemic for four classes at a senior high school. In this study, the researcher used the purposive sampling technique in selecting the participants. Purposive sampling produce allows the researcher to choose participants that are compatible with the purpose

of this research. According to Patton (2014), purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). So, the criteria that the researcher takes for the participants are that they already used this method in online learning using Google Classroom during the Covid-19 pandemic and are willing to participate in this research.

3.3 Instruments

The researcher used interviews and documents as instruments to get the data about teachers' perceptions of the flipped classroom method using Google Classroom.

3.3.1 Interviews

Before the interview, participants were given a consent form for research purposes and attached to permission approval from the school authorities. After obtaining approval, the interview was scheduled at their convenience and conducted approximately within 25-30 minutes. Interviews were conducted in Bahasa and recorded using a mobile application. Also, it was taken twice to see if the result of the interviews is appropriate yet. At the end of the interview, the researcher informed the teacher that may be scheduled a follow-up interview for clarification.

This study used semi-structured interviews conducted based on questions made from literature reviews and past studies. These questions include the teachers' understanding of the use of flipped classroom methods in Google Classroom. The instruments of the interview protocol are displayed below:

Main idea	Bloom's revised Taxonomy	Flipped Classroom Context	Question Topics
The flipped classroom is also known as a student-centered approach to learning where the students are more active than the instructor in the classroom activity.	Remembering	Outside the Classroom	<p><i>How do the teachers perceive flipped classroom method using Google Classroom?</i></p> <p>1. <i>What are the obstacles according to the teacher's perception of the flipped classroom method using Google Classroom?</i></p> <p>2. <i>What are the merits according to the teacher's perception of the flipped classroom method using Google Classroom?</i></p>
	Understanding		
In this case, the instructor acts as a facilitator to motivate, guide, and give feedback on students' performance (Bergmann & Sams, 2012).	Applying	In the Classroom (using Google Classroom)	<p>3. <i>How did the teacher implement flipped classroom approaches in Google Classroom?</i></p>
	Analyzing		
	Evaluating		
	Creating		

3.3.2 Documents

The documents are divided into two types: online documents learning history and documents.

3.3.2.1 Online documents learning history

The online learning history documents were taken from the online account application (here is Google Classroom). So, the researcher logged in and accessed the teacher's Google Classroom account for each class being taught. It will be made to see how the practice of using Google Classroom with the flipped classroom method by teachers during the Covid-19 pandemic is based on materials uploaded by teachers, links, personal comments, and announcements about using Google Classroom.

3.3.2.2 Documents

The documents in this study were taken from teachers' lesson plans for one semester during the Covid-19 pandemic and served as a complement to interviews.

3.4 Data Collection

In this study, data were collected through interviews and documents. Interviews were conducted with two teachers according to a semi-structured and detailed format using open-ended questions. Based on Given (2008) states a semi-structured interview approach was used to conduct conversations that produced a wealth of data that could be used for qualitative analysis. Semi-structured

interviews address what is important to participants and provide participants with more space to control the introduction and flow of topics (Adams, 2015).

The researcher kept a checklist table to record the activities of implementing the flipped classroom using Google Classroom. To do these online learning history documents, the researcher also needs to log in to teachers' Google Classroom accounts and do screenshots of the materials that they used through flipped classroom method during the Covid-19 pandemic, at least for one semester. Ferguson (2018) said that indirect observation involves the researcher observing the results of an activity or process after it happens.

The last tools used for this study were documents. In total there were four classes created in Google Classroom by these two English teachers. The researcher collected the documents for one semester based on their lesson plan.

3.5 Data Analysis

After data were collected, the researcher analyzed them by using thematic analysis. According to Braun and Clark (2006), thematic analysis is a method for identifying, analyzing, and reporting themes within the data. There are six steps covered in thematic analysis. Those steps are outlined in the following figure: (1) After completing data collection, the researcher may need to transcribe their data into written form (e.g. audio-recorded data such as interviews), (2) Create initial codes to make the constructs easy to be found and recognized, (3) Analyze themes in the interview transcript by using initial codes, (4) Reviewing the themes against the coded data, (5) Defining and refining existing themes presented in the final

analysis assists the researcher in analyzing the data within each theme; and (6) After the final themes have been reviewed, the researcher begins the process of writing the final report.

To analyze online learning history documents and documents in this study were based on the ways and step-by-step of teaching English through flipped classroom method by using Google Classroom and putting the results on the checklist. The researcher will review what is witnessed and recorded, and combine it with the observations and words of the participants themselves.

3.6 Trustworthiness

When the results were available, the researcher made sure all three results of this analysis are appropriate and consulted them with supervisors. (Nowell et al., 2017; Lincoln & Guba, 1985) said that member checks as a continuous process during data analysis, it has largely been interpreted and used by researchers for verification of the overall results with participants. Then, the researcher conducted a member checking of the interviewee to ask if they want to clarify their response or check the accuracy of the interview that has been conducted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings and discussion of the study. This was done after data collection from 11th – 14th March 2022 at a high school in Jambi City that implemented the flipped classroom method using Google classroom during the Covid-19 pandemic based on interview responses from two English teachers and observation lists. The chapter commenced with a presentation of the results, followed by a discussion about teacher perception and the implementation of the flipped classroom method using Google classroom. The data would also be connected with the theoretical framework and research questions.

There were four English teachers at the school, and only two teachers were suitable for this study because they both used Google Classroom. The researcher asked several questions related to their years of teaching and their formal educational background. The two teachers taught in different classes, starting from eleventh and twelfth grade. The first participant was a female English teacher who taught two classes of twelfth graders. She graduated from Padang State University (UNP) and has taught English for sixteen years at this school. The second participant was a female English teacher who taught two classes of eleventh graders. She has taught English for eighteen years and also graduated from Padang State University (UNP).

4.1 Findings

After analyzing the data, the researcher found the core of the research questions' answers. The finding was presented in several sections. Two themes emerged after analyzing the observation sheet and interview transcription. First, this theme is used to answer the first research question regarding teacher perceptions of the flipped classroom method using Google classroom during the Covid-19 pandemic. Second, this theme was used to answer how teachers implemented the flipped classroom approach using Google classroom during the Covid -19 pandemic.

The researcher categorized the data based on the teacher's answers in the interview section related to the flipped-class method implementation study. In this study, there are two big themes, such as the teacher's perception and implementation. Then, in the first theme, the teachers' perceptions have two sub-themes: (1) Obstacles and (2) Merits. Afterward, the second significant theme is the implementation of flipped classroom approaches in Google Classroom has three sub-themes: (1) Prepare, (2) Practice, and (3) Process. Those themes and sub-themes have different coding, as displayed in the table below:

Theme	Sub-theme	Coding
Teachers' Perceptions	Obstacles	TP/O
	Merits	TP/M
Implementation	Prepare	IM/PP
	Practice	IM/PT
	Process	IM/PC

4.1.1 Teachers' perceptions of the flipped classroom method by using Google Classroom.

In this section, the description of the obtained data is first presented and then followed by the data analysis. The findings revealed that the teachers were likelier to have positive perceptions of the method for use in their classroom taught English using Google Classroom as the primary content delivery method. Some noted benefits include student responsibility for the content, easy makeup for students' or teachers' absences, and teacher guidance during learning application.

Some of the positives noted by these teachers include accountability for students watching the lectures, the need for an instant feedback mechanism, and the time it takes to prepare for this method in the beginning. This is shown in the interview result from participant 1 below:

- On the teacher's side, it felt more structured using Google Classroom. Since by using it on one laptop, attendance and values could be summarized there, so it was not scattered. Then, the uploaded material was well organized, making it easier to teach it. In addition, having four classes at the same level was faster to prepare because it could be all at once. Therefore, I think it was more helpful for teachers than Zoom, which can only be done for one class at a time. (Participant 1) *TP/M*

This study also revealed findings from one of the participants, who said that implementing the flipped classroom method is a positive thing compared to conventional learning methods. Teachers consider this method beneficial for their subjects and according to their current way of teaching (minimal lectures and a lot of interaction). Since students already understand the background of the material when in class, the teacher sees it as an advantage so they only need

to provide questions and answers or direct feedback. It is seen from the result of the interview with participant 2:

- It depends on the conditions. As we do now is face-to-face learning, then I am sure that the flipped classroom method is more effective than conventional methods because students already understand the background of the material to be delivered. What I explained from that, was not the flipped classroom method as an obstacle, but the pandemic that became a barrier to why the method became less effective. (Participant 2) *TP/O*

Based on the results above, it turns out that it is not only a matter of merits. The most prominent obstacle in implementing the flipped classroom method is when it was carried out during a pandemic as online learning, thus making this method less effective. However, this constraint is not the only reason that this method is less effective. Another reason is also related to the teacher's understanding of the application of the flipped classroom method. This is in line with other findings in this study. This method is carried out without the teacher realizing it, as stated in the results of the interview:

- I have been knowing about the classroom, but I have just heard about this Flipped classroom method for the first time. So I search on google about it. In my opinion, this is the kind of classroom that is given tasks and discussed next in face-to-face learning. Unfortunately, we did not have a classroom during this pandemic, so there was no face-to-face learning happened. (Participant 1) *TP/O*
- I'm actually not familiar with the term, but I have heard of it, I hope I do not get it wrong. In my opinion, flipped classroom method means that out of class or before students study in class, they are given material first regarding the core material which will be discussed. So before meeting in class they already have the background of the material which they find out on their own or can be obtained from the teacher so that later in class they already have direction and interacting will be easier. Well, in class, they do discussions or practice. (Participant 2) *TP/O*

These reasons are the most visible obstacles that make the method not help teachers to achieve learning objectives. The lack of understanding of the

flipped classroom method must be understood first during the Covid-19 pandemic before other important matters, such as appropriate and inappropriate learning materials, assignments, and evaluations. Including the use of Google Classroom itself. But without them realizing it, they often practiced this method before the pandemic comes, without understanding that it was a flipped classroom. So they had a little difficulty implementing it when did online learning.

4.1.1.1 Obstacles to flipped classroom method by using Google Classroom

The first finding that will discuss relates to teachers' perceptions regarding the flipped classroom method of using Google classroom during the covid-19 pandemic is the obstacles faced by the teacher. With every success, there are many obstacles to be faced in the pandemic of covid-19. The flipped classroom method model is not an exception. Studies in this area have shown that different types of challenges can hinder their success if not overcome. This is in line with the obstacles that can be classified into internal and external. Internal ones involve attitudes, beliefs, and tendencies of teachers that make it difficult to adopt innovative practices in the classroom. It is in line with the participant's statement in the result of the interview:

- The challenge was students should not do face-to-face learning in school, meaning that in-person meetings with students did not exist. So we as teachers had to think hard to see the feedback that exists from the flipped classroom method that we had given. Teachers had shared materials and tasks, but we could not see the feedback in person because there was no face-to-face meeting. (Participant 2) *TP/O*
- Actually, I am not sure whether the method I used on Google classroom during the pandemic can be said to be a blended classroom or flipped

classroom. Why am I not sure? because in the flipped classroom there should be face-to-face. Well, from face-to-face will be seen how the results of students' self-learning through the material shared. Unfortunately, during the pandemic, there was no face-to-face. (Participant 2) *TP/O*

On the other hand, external barriers include the lack of an appropriate way to prove the accuracy of student achievement results in terms of understanding during online learning, which may be the main cause of teacher reluctance to rarely use technology in the teaching and learning process. For some, this justification is acceptable and logical, as there is no solution yet that can control these external barriers. It is shown in the following data:

- Unfortunately, since I only used Google Classroom, their achievement scores couldn't make me really sure if they were doing the task themselves, whether their understanding was getting there, or who was progressing well because in English lessons it's easy to figure out who can speak or who can't. It was really hard to be predicted. (Participant 1) *TP/O*

Obstacles can also be classified into student-related and instrument-related. The critical student-related obstacles were students' conventional views of the difficulty in adapting to learning with flipped classroom method but done completely in online learning, then difficulty staying focused watching long and tedious videos, and the need for clearer instructions on how to work productively in groups meanwhile social distancing are enforced during the Covid-19 pandemic by the government, so they have difficulty studying in groups. More time spent at home, and the inability to do direct discussions or ask questions during video lectures, also reduced students' interest in the flipped classroom method of using Google Classroom and makes them careless

about collecting assignments on time. This is shown in the interview result from participant 1 below:

- Usually, if the material was a bit difficult then I give it a week to collect, but if it was not so difficult, it just needs 24 hours or until midnight. The tasks given were usually multiple choices. But even then there were still many too late. Again like I said before, it is hard to do teaching and learn during the pandemic. (Participant 1) *TP/O*

After that, obstacles regarding instruments could relate to their misunderstanding of the managing flipped classroom method and the lack of another app to support the process of this method. Since Google classroom they couldn't do face-to-face discussions, therefore the feedback on the material which was shared in Google Classroom was only limited to leaving comments on the chat board.

- I think it would be effective if it was combined with the Zoom app. The material could be shared in Google Classroom, and then the discussion was done through the Zoom app. So the flipped classroom method would be run well. Unfortunately, I didn't use Zoom at all during this online learning. (Participant 2) *TP/O*
- ... if it was purely using Google Classroom, that was the problem, but if it was combined with other applications, it might be more effective. (Participant 1) *TP/O*

Based on the explanation above, it can be seen that the obstacles that arise are because the application of the flipped classroom method was not optimal. It looked a little difficult when the process of this method only relies on Google Classroom because there would not be many active interactions from students as the teacher expected.

4.1.1.2 Merits in flipped classroom method by using Google Classroom

The second finding relates to teachers' perceptions regarding the flipped classroom method of using Google classroom during the covid-19 pandemic is the merits earned by the teacher. Before its emergence in education during the pandemic, the flipped classroom method has been an example of modern technology use via online videos that are electronically delivered to students before attending class. In addition, Google Classroom, of its an important advantage in that it helps teachers deliver learning content to students before they come to class and interact actively with them using a series of activities related to lesson content. This is evidenced by the results of the interview below:

- Even when the teacher used Google Classroom as the medium for the flipped classroom method, I thought the results would be better than the conventional methods that were in order as usual. Because before studying in class, students already had an overview and background about the material to be taught (Participant 2) *TP/M*

Therefore, students can watch shared videos, read instructional materials instructions, and prepare presentations and questions at home. After that, in class, students must be ready to solve problems, analyze texts, and find solutions by conducting discussions about the material. In fact, the flipped classroom method has been referred to as a "two-component technology-supported pedagogy. The first of these components is computer-based individual learning outside the classroom through video materials or articles, while the second is interactive group learning activities in the classroom which

during the Covid-19 pandemic it was still done online through Google classroom.

In teaching, it was also revealed that the flipped classroom method serves as a bridge between traditional and modern teaching methods, where technology is integrated to display the main lesson content. It is a learning platform that makes it easy for teachers to share and classify assignments paperless. Google Classroom also allows the delivery of teaching materials in the form of video tutorials. According to Hidayat et al., (2019); Stiglitz (2016) says YouTube has a video-sharing site pre-linked in Google Classroom, Google forms is a tool for creating questionnaires and exams to sync, Google Calendar supports agenda and activity planning, and Gmail acts as the main entry point for all Google tools. In this way, all class time is fully devoted to discussion, and doing quizzes or hands-on exercises. This is evidenced by the participant's statement:

- On the teacher's side, it felt more structured when using Google Classroom. Since by using it on one laptop, attendance and values could be summarized there, so it was not scattered. Then, the uploaded material was well organized, making it easier to teach it. (Participant 1) *TP/M*
- There are so many benefits. Compared to the application I mentioned earlier, Google Classroom is managed better because the material will not disappear. There are many parts of the room inside, such as some for interaction forums, some specifically for assignments, and some for quizzes. Even if there are other materials, it is very easy for us to attach them to Google Classroom. It is like we do an exam using Google form, then it can also be attached there. (Participant 2) *TP/M*

Teaching with the flipped classroom method via Google classroom has many merits. This enables teachers to identify students' abilities and at the same time allows students to watch videos repeatedly anytime and anywhere.

Through videos, students can learn at home what their instructor would explain in class using conventional teaching. In the classroom, students carry out activities and practice what they have learned at home dynamically and interactively by itself changing the role of the teacher to become a guide and supervisor. The flipped classroom method through Google classroom allows all students to receive the same learning content, regardless of the constraints.

This is shown in the interview result from the participant below:

- ... have any classes at the same level, was faster to teach because it can be all at once. Therefore, I think it was more helpful for teachers than just using Zoom which can only be done for one class at a time. (Participant 1)
TP/M

A further merit of the flipped classroom method is its accuracy in overcoming problems caused by frequent teaching and learning absences due to social conditions such as the Covid-19 pandemic. It also makes it easier for teachers to save many documents of students' assignments or material videos because it is linked to Google Drive and has more capacities, such as this participant's statement:

- ... this link goes to Google Drive, so the drive has greater capacity than WA. The capacity can be up to 15 gigabytes. Then google classroom can also be connected to belajar.id, which has unlimited capacity there, so that teachers have to not delete student tasks anymore when it is overcapacity. (Participant 2) *TP/M*

4.1.2 Implementation of flipped classroom approaches in Google Classroom

The second objective of this study is to explore the implementation of the flipped class method approach in Google Classroom. The term flipped class

is generally used for pre-recorded videos used in the lesson. However, the heart of flipped classrooms is in the approach, such as the video integration with the new app class time. Pre-recorded videos should be combined with in-class activities and other integrated technology elements. Otherwise, class time may prove ineffective and time-consuming. The flipped class has the basic idea that teaching must be done inside and outside the classroom through various media. The thing that distinguishes it from the current situation is the existence of supporting applications in carrying out the learning process with the flipped classroom method during the Covid-19 pandemic. Initially only using WhatsApp, then switched to Google classroom in the second semester of 2020. This is shown in the statement below:

- The teacher was given the freedom to choose and use anything during this pandemic. In the beginning, we did not use Google Classroom, only through WA. In the first semester of 2020, I still used WA. Then in the 2nd semester, I just moved to use Google Classroom because we had been looking for ourselves or learning from colleagues what kind of use Google Classroom. (Participant 2) *IM/PP*

From the interview results, implementing the flipped classroom approach using Google Classroom during the Covid-19 pandemic shows activities out-class (prepare and process) and in-class (practice) that also has been done as online classes. The following describes the steps, how they provide instruction and how they interact with the flipped classroom approach through Google classroom.

4.1.2.1 Prepare

To apply the flipped classroom approach during the Covid-19 pandemic, there are several modifications that the teacher must make. Firstly, teachers need to choose other media to use, namely Google classroom. This was expressed by the participants below:

- I purely used Google Classroom and that's been the case since online learning during this pandemic. (Participant 1) *IM/PP*
- Most only use Google Classroom, because there was never face-to-face learning in school, so almost all materials had to use google classroom ... (Participant 2) *IM/PP*

While there are many other apps, Google Classroom is the most chosen one in schools. This is based on several considerations: the application is well organized or easy to use and teachers can teach several classes with one laptop. They take this as an advantage in using google classroom during the pandemic and can be applied to the flipped classroom method. This is supported by the participants' statements below:

- On the teacher's side, it felt more structured when using Google Classroom. Since by using it on one laptop, attendance and values could be summarized there, so it was not scattered. Then, the uploaded material was well organized, making it easier to teach it. In addition, having four classes at the same level, was faster to teach because it can be all at once. (Participant 1) *IM/PP*
- ... Google Classroom is managed better because the material will not disappear. There are many parts of the room inside, as some are for interaction forums, some are specifically for assignments, and some are for quizzes ... (Participant 2) *IM/PP*

Before starting the class, the teacher prepares teaching materials for the flipped classroom approach so that it can be implemented accordingly. They usually take videos as material from the internet or youtube. But sometimes it's

not just videos, they can also prepare teaching materials in the form of documents. This is supported by the statement below:

- In mine, I usually take the material from youtube. For example, if there is a lesson about narrative, you may search on youtube about narrative for eleventh grade, and later appears all materials about it up to its listening activities. So, I downloaded it there. Meanwhile, for the student understanding section, I looked for written documents or materials. So besides videos, there were also documents. (Participant 1) *IM/PP*

Some teachers prepare to teach materials based on the syllabus, then proceed to the lesson plans used in Google Classroom. They also give deadlines for providing materials depending on the level of difficulty. As mentioned below:

- It all started from the syllabus, then went to the lesson plan. Maybe a little different was the lesson plan used on Google Classroom. It was even more simple because short and dense. Well, the lesson plan that I would explore, is usually the materials got through browsing the internet. (Participant 2) *IM/PP*

The next finding is to give instructions for students to do before class activities, so teaching and learning content is delivered to students easily. Direct instruction is used in teaching certain concepts and then videos can be employed to foster and practice the concepts learned. Active learning strategies and student-centered methods can be used to make the content accessible to all students. It is all shown in the interview result below:

- ... the instruction was like "Please watch the video and comprehend it". Then I asked students to make a summary. (Participant 1) *IM/PP*
- The instructions were usually simple, with a brief explanation of the material. Then there would be instructions on what students should do, such as "Read this material" or "Please watch the following video". Very short and dense. (Participant 2) *IM/PP*

4.1.2.2 Practice

In implementing the flipped class approach using Google classroom, during in-class activities the teacher and students should have active interactions such as group discussions, presentations, or questions and answers about the material. However, due to the limitations of the application media used, such communication or interaction is rarely carried out, as stated in the interview results:

- Unfortunately, interactions hardly occurred. Unless we interacted about tasks or materials. There is a comment field in Google Classroom, and if routinely I checked the task, sometimes there were students who write the comment "Sorry ma'am for collecting assignments late" or "Ma'am this part seems to blah blah blah...". Nevertheless, I only found one or two students who were willing to interact like that ... (Participant 1) *IM/PT*
- The interaction was a bit difficult, mainly due to time constraints. Meanwhile, there did need to be a discussion, but not all materials can be done like that. Sometimes they had problems with the material in Google Classroom but asked me through the WA app. (Participant 2) *IM/PT*

Since Google Classroom can be accessed anywhere and anytime as long as there is an internet connection and from any device, this makes it easier for teachers and students to interact and carry out personal learning. This is also to ensure students have sufficient time to study the material and to seek assistance from a peer or instructor if needed. They will have time to try to apply their knowledge in completing assignments and find out the problems that arise in their personal space. Then, the teacher instills a learning culture in their students, makes them responsible for their learning through activities that are rich in meaning and gradually reduces their dependence on the teacher, and makes learning student-centered.

Learning activities in the flipped classroom are focused on increasing collaboration and interaction between students, peers, and teachers. Students are also expected to actively discuss so that teacher-student interaction can be carried out such as a question and answer session. In addition, teachers can rely on individual-based class activities to allow them to better reflect on topics by providing multiple-choice questions that will help teachers get a quick picture of how well students understand the material. However, there are several reasons why the interaction is not realized properly. Flipped classrooms which are conducted virtually only through Google classroom create discussions or question-and-answer sessions, and also giving questions in the form of quizzes is not done directly, so it is difficult for two-way interaction. As mentioned below:

- ... The tasks given were usually multiple choices. But even then there were still many too late to do. (Participant 1) *IM/PT*
- Meanwhile, in Google Classroom there was a comments field indeed, and it was used. But maybe because the instructions were clear enough so students used them rarely. Sometimes they had problems with the material in Google Classroom but asked me through the WA app. (Participant 2) *IM/PT*

4.1.2.2 Process

Most of the class time is allocated to students' practical skills or applying the knowledge learned in doing assignments and then evaluating it, so the teacher must always provide feedback to students. Thus, the flipped class method allows them to engage in meaningful activities without the teacher as the center. In addition, teachers must be skilled in providing feedback for

future evaluation and improvement of learning depending on their observations of student work and interactions in the google classroom. Unfortunately, it doesn't work as expected. No face-to-face learning can give them immediate feedback, as mentioned below:

- To be honest, it was not the students' fault completely, I also took part in it. Since tasks uploaded in Google Classroom were already set there, so I did not check at the beginning of the time after the tasks were collected, even sometimes in the middle of time. Therefore tasks had accumulated, and I had just checked them. Ideally, if an assignment is given this week, it has to be checked and commented on immediately by the teacher. Then, the feedback will not be too delayed. (Participant 1) *IM/PC*
- Teachers had shared materials and tasks, but we could not see the feedback in person because there was no face-to-face meeting. (Participant 2) *IM/PC*

Based on the explanation above, it is revealed that sometimes it takes more than just Google Classroom to apply this method in the pandemic era. The comments section in Google Classroom can not solve it for instant feedback. In implementing the flipped classroom approach from Google classroom, teachers should choose affordable or free authoring apps to create interactive course content such as videos. They can make the videos more interactive by including questions to assess student's knowledge and skills because the learning process is not going well. There should be other applications for providing verbal or direct feedback to each student about their performance. This was stated by the two participants:

- If it was purely using Google Classroom, that was the problem, but if it was combined with other applications, it might be more effective. (Participant 1) *IM/PC*
- We were advised there should be one meeting in one semester with students even though it was online, so it could be using the Zoom app. I

had chosen, at least once a semester to use the Zoom app during this pandemic. (Participant 2) *IM/PC*

In the flipped classrooms approach using Google Classroom, the teacher's efforts to do all of this are tested when students access the material. Timely access and utilization are important. Under the inverted class, since there is no one to monitor whether the content is fetched properly or not, there could be a loophole.

Teachers need to hold students accountable for their own progress. There must be discipline in access and use of materials, and timely submission of assignments as well. This helps the teacher to know how well the students have understood the material before the actual class activity. So that the teacher can assess the assignments given to students objectively. The following can be seen from the following interview results:

- The actual evaluation could be done through a given task. So the evaluation was no problem without a single exam as long as the task was still being done. For example, the material is about listening, so in the video, there are already listening tasks. If it is done seriously, it also can be adjusted how far they understand ... (Participant 1) *IM/PC*
- So far, exams and repetitions carried out using Google forms, Alhamdulillah had varied grades from low, medium, and high, although few did get high scores. So I assumed the evaluation was correct. (Participant 2) *IM/PC*

4.2 Discussions

After conducting interviews and revealing some of the perceives and experiences of the participants, the researcher also reviewed the findings through discussion. The discussion of this study is concerned with further interpretation of

the findings. This was obtained from the results of interviews and observation sheets during and after the research was conducted. As previously mentioned, this study aims to determine the teacher's perception of the flipped classroom method using Google Classroom during the Covid-19 pandemic and the process of implementing the flipped classroom approach in Google classroom that teachers face during the Covid-19 pandemic.

The flipped classroom method involves an innovative process in the delivery of learning materials. The learning process involves the process of transferring material that is usually delivered in the classroom through the conventional lecture method and be changed to outside the classroom through materials that can be accessed online. The flipped classroom method also involves the process of reversing the context of place, time, and the way the material is delivered. Therefore, the tasks that are usually given to students to be completed outside the classroom are carried out in the classroom. This contrasts with the conventional type which relies on teacher-centered as the primary form of education.

4.2.1 Teachers' perceptions of the flipped classroom method by using Google Classroom.

This is regarding the first research question, the study findings indicate the teacher's perceptions on the flipped classroom method which was asked in the interview, especially regarding obstacles and merits in the use of the method.

4.2.1.1 Obstacles

This is in line with the constraints that can be classified into internal and external. Internal ones involve teacher attitudes, beliefs, and tendencies that make it difficult to adopt innovative practices in the classroom. Meanwhile, the teacher's comprehension and understanding of the method is the most important aspect of implementing the method during the COVID-19 pandemic. This obstacle was not realized by the teachers since they used this method.

For external barriers, among others, there is no proper way to prove the accuracy of student achievement results in terms of understanding during online learning, which may be the main cause of teacher reluctance to rarely use technology in the teaching and learning process. For some, this justification is acceptable and logical, as there is no solution yet that can control these external barriers.

The flipped classroom method is suggested as an alternative method for learning English in schools, especially in the context of teaching skills. The sustainability of the flipped classroom approach plays a vital role in increasing self-directed learning without a face-to-face process like during the COVID-19 pandemic. Bergmann and Sams (2012) pointed out that discipline issues could be better managed in a flipped classroom because the teacher is not wrapped up in delivering a lecture to the class. Meanwhile, other obstacles arose because the application of the flipped classroom method was not optimal, it looked a little tricky when the process of this method only relied on Google Classroom

since there would not be many active interactions from students as the teacher expected. In Google Classroom they could not do face-to-face discussions, therefore the feedback on the material which was shared in Google Classroom was only limited to leaving comments on the chat board. Interestingly, teachers in this study did not see improved student discipline in a flipped classroom, especially when the teachers perceived a decrease in student-to-teacher interaction in the flipped classroom. These obstacles regarding instruments could relate to their misunderstanding of managing the flipped classroom method and the lack of another app to support the process of this method.

Based on the explanation above, practically it is slightly different from Bloom's Taxonomy (1969), where students are expected to be able to recognize and recall the information they receive; they cannot demonstrate their understanding and interpret the information they have learned because the features of the application are limited.

4.2.1.2 Merits

The merits of this method are the second finding that was discussed and related to the teacher's perceptions of the flipped classroom method using google classroom during the covid-19 pandemic. One important merit is that it helps teachers deliver learning content to students before they come to class and interact actively with them using a series of activities related to the lesson content. Through Google Classroom, this method is considered easier for teachers because it can be uploaded at once for all classes at the same level. It is also very efficient because teachers can save their and students' time.

According to Garrison and Kanuka (2004), the blended learning approach is a combination of face-to-face learning and online experiences, combining synchronous (classroom) and asynchronous (text-based) learning, integration between intentional, effective learning and the implementation of innovative designs that can support learning and deep meaning. In a good sense, this method is better than the conventional method which is regular as usual. Because before studying in class, students already have an overview and background about the material to be taught. That way, the flipped classroom method is also a teaching strategy that makes students responsible for their own learning.

Teaching using the flipped classroom method also has many advantages for students. For example, ensuring that all students will receive the same learning content, regardless of any barriers. This allows teachers to identify students' abilities and, at the same time, allows students to watch videos repeatedly, anytime, anywhere. It also increases student attention, as they will try new ways of learning. This is related to Hernandez (2014), that students can watch videos anytime and anywhere. They can also replay the video as many times as needed and this helps them have more time to process the information and understand the meaning of the explanation.

The flipped classroom method provides more time for independent activities, as well as exercises and content review, and this is in line with Hernandez (2014), that students feel more secure and confident by accessing information more easily and familiarly. In addition, it also plays an important

role in reducing teacher dominance in the classroom, so that teacher-student interactions become more effective and enjoyable. Also, the students have more time to do more sample exercises and to prepare for the future.

4.2.2 Implementation of flipped classroom approaches in Google Classroom

The following discussion discusses the findings of the second research question, which is about the implementation of the flipped classroom approach using Google Classroom during the Covid-19 pandemic. Judging from its findings, 3 important points emerge, namely about prepare (before class), practice (during class), and process (after class).

In the implementation of the flipped classroom approach during the Covid-19 pandemic, there are several modifications that teachers had to make. Where teachers need additional media, namely Google classroom. According to Bajunury (2014), this can be categorized as a partially flipped classroom. This model structure is not as strict as the traditional flipped class structure. While there are many other apps, Google classroom is the most chosen one at the school. It is based on several considerations; it is a well-organized or easy-to-use application and teachers can teach multiple classes with one laptop. They took this as an advantage in using google classroom during the pandemic and implemented it to the flipped classroom approach.

Based on the theory in the literature review, it is stated that there are several things that the teacher does before class in implementing the flipped classroom approach, it is called 'prepare'. According to Athuraliya (2022), the

goal of the very first step is to increase student participation and prepare them for activities that they will do online and in class during flipped classroom sessions. Therefore, some participants prepared teaching materials based on the syllabus, then continued with lesson plans used in Google Classroom. They select videos as material to upload to Google Classroom, then the teacher makes instructions for students to study the material at home using Google Classroom. Direct instruction is used in teaching certain concepts and then videos can be used to encourage and practice the concepts learned. Active learning strategies and student-centered methods can be used to make content accessible to all students.

Bergmann, Overmyer & Wilie (2011) made the following explanation of what the flipped class approach is and what it is not; The flipped classroom approach is a system that provides increased interaction time between teachers and students, presents conditions where students are responsible for their learning, shifts the teacher's role to mentor, combines constructivist learning with teaching methods, each student attends education individually, learns consistently with repetition and preventing students from falling behind from class who cannot come to class for any reason. In the findings of the interview results, during class activities or called by practice, it is known that the interaction that occurs is very minimal. If there are questions and answers regarding the material being discussed, students rarely do it in Google Classroom. They sometimes interact directly with teachers via Whatsapp.

The lack of interaction or communication between teachers and students also affects students' responsibilities in doing their assignments. The difficulty for teachers is not selecting or sharing videos but preparing in-class activities and integrating them into the flipped classroom approach. Contrary to what is known, this method enhances the teacher's task rather than lightens it. As Lafee (2013) said, the flipped approach, aims to create more space and time for more in-depth teaching and provide more personalized learning for students. This is also not in line with Armier and Wang (2021), who said that activities during class are carried out in real-time. Meanwhile, teachers admitted that they did not check at the beginning after the tasks were submitted, sometimes even in the middle of time. Hence, the tasks pile up. Ideally, it should be immediately checked and commented on by the teacher. Then, the interaction will be less delayed.

The learning environment also allows the teacher to observe and monitor students and make appropriate adjustments to provide them with different ways of learning and demonstrate understanding and mastery of the content being studied. This statement is also supported by Hernandez (2014), some students need to process information step by step and they believe that videos provide an appropriate learning environment to achieve better performance.

Even though they take advantage of teaching, participants still feel the need to use other applications, such as Zoom meetings. This can be seen from the teachers' doubts about student achievement and understanding of the

material uploaded on Google Classroom. Since teachers realize that English must be measured by their speaking ability, there must be other applications to implement the flipped classroom approach besides Google classroom to provide oral or written feedback to each student about their achievement.

Hakim (2016) said the uncomplicated Google Classroom installation process made this platform easier for teaching and learning activities. After administrators set up a Google account equipped with Google Apps for Education for schools, teachers and students can use Google Classroom with their respective Google email accounts. When doing so, teachers should always give students instant feedback or watch video material with samples before trying to do it themselves. So, the flipped classroom method model allows students to engage in meaningful activities without the teacher as the center. Unfortunately, it did not pan out as expected because there was no face-to-face learning that could provide instant feedback. Students only get feedback after they submit their assignments. The flipped class method should allow them to get step-by-step feedback along the way and make necessary adjustments before final submission. But, this is might the thing that covered one of the six Bloom Taxonomy levels (1969), that is evaluating and creating, where the student had feedback to assess their achievement and make a judgment on how far they successfully learned.

In addition, teachers must be experts in how feedback is provided for future instruction evaluation and improvement depending on their observation of the student's work and interaction inside the google classroom. Depending

on the teacher's understanding of the main requirements of flipped classroom method, they can employ the flipped classroom method as a new teaching method as it should be.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the findings and interpretations in the previous chapter, the researcher concludes with several points. The first point relates to the main objective of this research, which is to answer the first research question about the teachers' perceptions of the flipped classroom method using Google Classroom during the Covid-19 pandemic. All participants cited teacher preparedness as a contributing factor to the use of new teaching methods and/or integration of technology in the classroom and considered it to have the highest impact of any factor affecting teachers during the pandemic. Then there are still some differences in the experiences of participants who were shared during the study. Participants mentioned teachers' beliefs about new technologies as having a significant impact. Teachers are more likely to be hesitant to try new things for students. However, they agree that if the idea is correct, proper training on the flipped classroom method tested using Google classroom might prove beneficial to teachers who will use this method, as some of the existing issues have been addressed in previous research.

This study shows that the nature of flipping the class is perceived more positively by teachers who usually use lectures as the main means of delivering material. Meanwhile, teachers with a more interactive and discussion-oriented way of delivering material consider this method to be familiar to them. Both

participants mentioned that teachers' beliefs significantly influenced the methods teachers used and the technology teachers used in their classes. Research that mentions the need for a shift in the teacher's role by giving more responsibility to students for more independent learning tends to perceive this method positively for their class even though it needs further improvement in several aspects. Like, using an additional application to make an approach to this method easier.

If the aim of the flipped classroom method is “to help traditional teachers switch from the frontal lecture model to better and more effective pedagogical strategies” (Ronchetti, 2010), it is understandable that this method is only seen as useful for teachers who usually teach through lectures. Teachers who have filled their class time with interactions, discussions, and student activities, of course, will not see the value of adding learning components through homework. But all of that has become difficult since the pandemic came. The emergence of distance and face-to-face restrictions means that teachers and students can only carry out teaching and learning processes online. Instead of students just memorizing and receiving information from home, teachers are starting to teach learning skills instead of just sharing material via apps. As stated in a literature review, “this type of classroom requires students to take ownership of their learning” (Lage, Platt, & Treglia, 2000). But, once again, many things need to be adjusted in the pandemic era.

One of the difficulties of the flipped classroom method in this study is the limitation of students to get direct feedback on their work after completing it in class, which is under the supervision of a teacher. Some of the concerns about

using the flipped classroom method using Google Classroom during the Covid-19 pandemic expressed by teachers in this study have been addressed by researchers in previous research because of the built-in support and accountability, including instant feedback mechanisms, interactive quizzes, and worksheets. Lage, Platt, and Treglia (2000) note two benefits of the flipped method: "students can clear up any confusion immediately, and the instructor can monitor performance and comprehension." If this technique is used with proper design, including built-in support, some of the initial concerns of the teachers interviewed for this study can be allayed.

5.2. Suggestion

From this study, some suggestions can be drawn to improve implementation for further research. First, teachers must be given the choice to use various online apps to support the learning process with the flipped classroom method so that activities are not limited to giving and collecting written assignments. Direct feedback is needed with this method because here students are the center of their own learning and with all the creativity they do, they have the right to discuss again whether their work or the material being discussed is correct or not.

Second, using the flipped classroom mastery model (Bergmann & Sams, 2012) can allow students to learn through the material and master course objectives at their own pace. The flipped classroom method mastery model is a combination of the flipped classroom method and mastery learning: students can

master the various course objectives at their own pace at a later time and are given a formative assessment for self-examination along with a summative assessment at the end. Through summative assessment, remediation is offered if students are unable to demonstrate mastery of a particular objective. In addition, the teacher can also instruct students to record videos of their assignments so that cheating does not occur in work or assessments. So it is hoped that students will learn more independently and understand the material conveyed by the teacher through videos on Google Classroom.

Last but not least, the platforms chosen for uploading pre-viewing materials should have a function of checking the views: checking students' notes, requiring every student to ask at least one question related to the materials, and doing the self-check quizzes. There needed mechanisms to monitor students' self-study hours with the materials before class.

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APPENDIX 1

List of Interview Questions

- ***How the perception of the teacher toward the Flipped Classroom method by using Google Classroom.***

1. Apa yang Anda ketahui tentang Kelas Terbalik? Bagaimanakah cara Anda menggunakannya?
(What do you understand about Flipped Classroom? How do you use Flipped Classroom?)
2. Kapan Anda mulai menggunakan Google Classroom? Dan mengapa?
(When have you started using Google Classroom? And why?)
3. Dapatkah Anda menyebutkan manfaat Google Classroom?
(Would you mind mentioning the benefits of Google Classroom?)
4. Apa pendapat Anda tentang belajar mengajar menggunakan metode Kelas Terbalik melalui Google Classroom?
(What is your opinion about teaching and learning using Flipped Classroom method through Google Classroom?)
5. Tantangan seperti apa yang Anda hadapi selama menggunakan metode Kelas Terbalik di Google Classroom?
(What kind of challenges are you facing during using Flipped Classroom method in Google Classroom?)

- ***How the teacher implements the flipped classroom approaches in Google Classroom.***

1. Bisakah Anda menjelaskan bagaimana Anda mempersiapkan materi sebelum kegiatan kelas?
(Could you explain how you prepare the material before class activities?)
2. Bagaimana cara Anda membuat instruksi kepada siswa agar mempelajari materi di rumah menggunakan Google Classroom?
(How do you make instructions to your students when learning the material at home using Google Classroom?)

3. Jelaskan pendapat Anda tentang bagaimana metode kelas terbalik memungkinkan guru untuk meningkatkan interaksi dengan siswa dapat diterapkan menggunakan Google Classroom?
(Explain your opinion on how the flipped classroom method allows the teacher to have increased interaction with students and can be applied using Google Classroom?)

4. Seberapa efektif metode kelas terbalik menggunakan Google Classroom selain metode konvensional? Tolong jelaskan!
(How effective is the flipped classroom method using Google Classroom besides the conventional method? Explain it!)

5. Seberapa jauh Anda dapat mengevaluasi siswa Anda dalam mencapai pembelajaran melalui metode kelas terbalik dengan menggunakan Google Classroom?
(How far can you evaluate your students in achieving learning through the flipped classroom method by using Google Classroom?)

APPENDIX 2

Online Documents Checklist

Participant: Participant 1

Class: XII MIPA 2

No	Part of the activities in the Flipped Classroom	Implementation of Flipped Classroom approaches use Google Classroom	Yes/No
1	Pre-Class	Choose the materials/lessons	Yes
		Introduce and share materials with students	Yes
		Give instruction	Yes
2	Class time	Pair work or group work	No
		Active discussion	No
		Give motivation to students	Yes
		Students' responses	No
3	Post-Class	Give direct feedback to students	No
		Assess student's work	Yes

Online Documents Checklist

Participant: Participant 2

Class: XI MIPA 4

No	Part of the activities in the Flipped Classroom	Implementation of Flipped Classroom approaches use Google Classroom	Yes/No
1	Pre-Class	Choose the materials/lessons	Yes
		Introduce and share materials with students	Yes
		Give instruction	Yes
2	Class time	Pair work or group work	No
		Active discussion	No
		Give motivation to students	Yes
		Students' responses	Yes
3	Post-Class	Give direct feedback to students	No
		Assess student's work	Yes

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN DARING (RPP)

A. Identitas RPP

Satuan Pendidikan	: SMAN 1 Kota Jambi
Mata Pelajaran	: Bahasa Inggris (Lintas Minat)
Materi Pokok	: Poem
Tahun Pelajaran	: 2021/2022
Kelas / Semester	: XI / Ganjil
Alokasi Waktu	: 8 x 45 menit (4 x Pertemuan)

B. Tujuan Pembelajaran

- 3.1 Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya.
- 4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja

Kegiatan Pembelajaran Pertemuan ke 1

1. Guru menyuruh siswa masuk ke aplikasi google classroom
2. Siswa dipersilahkan oleh guru untuk berdoa Bersama (*karakter religious*)
3. Guru menyuruh siswa mengisi daftar hadir di aplikasi.
4. Guru melakukan apersepsi meliputi (menjelaskan tujuan pembelajaran, memotivasi siswa, pretest)
5. Untuk memberikan stimulus, Siswa dipersilahkan oleh guru untuk mempelajari Narrative di google classroom dan terdapat juga di buku pegangan siswa. (*membudayakan membaca/literasi*)
6. Dalam kegiatan Identifikasi masalah, Siswa dipersilahkan oleh guru untuk mencatat berbagai permasalahan yang belum dipahami selama memahami penjelasan berkaitan dan melengkapi worksheet yang disediakan.
7. Siswa diberikan penjelasan tertulis agar siswa pemahaman yang lebih tentang material yang diberikan.

8. Siswa dipersilahkan oleh guru untuk menanyakan berbagai hal yang belum dipahaminya (berpikir kritis/*critical thinking*) .
9. Merefleksikan kegiatan pembelajaran.
10. Guru mengakhiri pembelajaran dengan doa.

Pertemuan ke 2

1. Guru menyuruh siswa masuk ke aplikasi google classroom
2. Siswa dipersilahkan oleh guru untuk berdoa Bersama (*karakter religious*)
3. Guru menyuruh siswa mengisi daftar hadir di aplikasi.
4. Guru dan siswa mereview pelajaran pada pertemuan pertama untuk me refresh ingatan anak anak.
5. Dalam kegiatan pembuktian, Siswa dipersilahkan untuk menganalisis LKPD yang Dishare di google classroom.
6. Dalam kegiatan Menarik simpulan, Siswa dipersilahkan oleh guru untuk menyampaikan jawaban dari permasalahan yang teridentifikasi dan bersama-sama menyusun kesimpulan tentang Poem dibimbing oleh guru.
7. Merefleksikan kegiatan pembelajaran.
8. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

Pertemuan ke 3

1. Guru menyuruh siswa masuk ke aplikasi google classroom
2. Siswa dipersilahkan oleh guru untuk berdoa Bersama (*karakter religious*)
3. Guru menyuruh siswa mengisi daftar hadir di aplikasi
4. Guru membagikan soal di classroom untuk evaluasi pengetahuan dan ketrampilan

A. Penilaian Pembelajaran (Assesment)

Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Pengetahuan:

Bentuk test yang digunakan adalah test tertulis .

Mengetahui,

Jambi, 23 Agustus 2021

Kepala Sekolah

Guru Mata Pelajaran



Mrs. ANWAR MUSADDAD
NIP. 19650217 199303 1 008

A handwritten signature in black ink, consisting of stylized letters and a long horizontal stroke.

WELLI MARYENTI, S.Pd

NIP.197603182006042011

APPENDIX 4

LEMBAR PERSETUJUAN PARTISIPASI DALAM PENELITIAN

(Informed Consent)

Judul Penelitian:

TEACHERS' PERCEIVES REGARDING THE FLIPPED CLASSROOM METHOD BY USING GOOGLE CLASSROOM DURING THE COVID-19 PANDEMIC

Undangan:

Peneliti ingin meminta kesediaan anda untuk berpartisipasi dalam penelitian ini. Silakan membaca lembar persetujuan ini. Jika ada pertanyaan, tidak perlu merasa sungkan atau ragu untuk menanyakannya.

Tujuan Penelitian:

Penelitian ini bertujuan untuk memberikan wawasan mengenai metode Flipped Classroom sebagai model pembelajaran dengan menitikberatkan pada sudut pandang guru dan juga untuk mengetahui proses yang dilakukan guru dalam menerapkan pendekatan flipped classroom pada Google Classroom sebagai sarana pembelajaran berbasis web selama pembelajaran daring.

Keterlibatan partisipan:

Dalam partisipasi anda selama penelitian ini, peneliti membutuhkan kesediaan anda untuk meluangkan waktu. Peneliti akan menemui anda dengan maksud:

- 1) Meminta anda membaca dan menandatangani surat persetujuan partisipasi dalam penelitian;
- 2) Melakukan wawancara;
- 3) Meminta anda untuk membaca transkrip (hasil ketikan) wawancara;
- 4) Melakukan wawancara lanjutan untuk melengkapi informasi (jika diperlukan).

Penjelasan Prosedur:

Peneliti akan melakukan observasi, mewawancarai anda dan merekamnya. Rekaman ini akan peneliti jaga kerahasiaannya. Dalam wawancara, peneliti akan mengajukan pertanyaan tentang pengalaman anda yang berkaitan dengan penggunaan metode Flipped Classroom melalui Google Classroom selama pandemi Covid-19. Untuk menjaga kebenaran dalam penelitian ini, anda bisa mencermati transkrip (hasil ketikan wawancara) untuk melihat apakah transkrip itu sesuai dengan yang telah anda katakan atau tidak. Peneliti akan menghubungi anda lewat telepon/email. Jika ada kesalahan dalam transkrip, anda bisa memberi tahu peneliti. Semua informasi yang anda berikan benar-benar dijaga kerahasiaannya.

Jaminan Kerahasiaan:

Kerahasiaan anda akan peneliti jaga. Peneliti tidak akan menyebutkan nama anda. Peneliti hanya akan memberikan nama samaran. Semua informasi yang anda berikan akan dijaga kerahasiaannya sehingga identitas anda tetap terlindungi. Wawancara akan direkam dan kemudian diketik. Semua informasi menjadi rahasia peneliti. Hasil penelitian ini akan dipublikasikan sebagai tesis.

Hak untuk Berpartisipasi dan Mengundurkan Diri:

Anda dengan sepenuh hati berpartisipasi dalam penelitian ini. Sewaktu-waktu, anda bisa menarik diri untuk tidak terlibat dalam penelitian ini. Jika ada pertanyaan, anda tidak perlu sungkan atau ragu untuk bertanya. Fotokopi dari surat persetujuan ini akan menjadi milik anda untuk disimpan.

Partisipan memahami semua informasi di atas dan dengan ini menyatakan kesediaan untuk berpartisipasi dalam penelitian ini.

Tanda Tangan Partisipan

Tanggal

Inisial : _____ Partisipan menyetujui perekaman wawancara.

Peneliti telah menjelaskan penelitian kepada partisipan di atas sebelum meminta persetujuannya untuk terlibat dalam penelitian ini.

Tanda Tangan Peneliti

Tanggal

Mahasiswa Peneliti:

Ezil Pawesti (Mahasiswa Magister Pendidikan Bahasa Inggris Univ. Jambi)
Telp: 08192530066 email: ezilpawesti@yahoo.com

APPENDIX 5

GOOGLE CLASSROOM ACCOUNT

The screenshot shows a Google Classroom interface. At the top, the class name is 'Bahasa Inggris Lintas Minat XI MIPA 4'. The navigation tabs are 'Stream', 'Classwork', 'People', and 'Grades'. The 'Stream' tab is active, showing a post from 'welli maryenti' dated August 4, 2021, titled 'Exercise 3 (Poem)'. Below this is a comment from the same user dated August 4, 2021, stating: 'Good morning all, today we will continue our exercise about Poem that was explained in the last section. Please do a brief exercise in Tugas Kelas.' There is a text input field for adding a class comment. Below that is another post from 'welli maryenti' dated August 2, 2021, titled 'Attendance', with the text: 'Good morning all, our material today is about POEM. please read the explanation below, and sign your attendance as you attend the class.' A document titled 'Materi poem 1.docx' is attached to this post. A watermark 'Activate Windows' is visible in the bottom right corner.

The screenshot shows a Google Docs document titled 'Latihan poem 1.docx'. The document content is as follows:

Let's Practice!

SPRING

In the early part of spring
You will hear, many birds sing
They are just letting, the rest of us know
Winter is over, spring melted the snow

You will notice, a beautiful scene
The trees will slowly, begin to turn green
Chipmunks and bunnies will come out and play,
Bears will no longer, sleep during the day

It's exciting, when spring finally arrives
Bees will make honey, inside their hives
So much to do, so much to see
Insects and animals are happy and free

1. What is the poem about?
Answer:

2. How many stanzas does the poem have?
Answer:

3. What is 'spring, sing, know, snow' (stanza 1) called?
Answer:

4. How many lines does the poem have?
Answer:

5. What is the rhyme scheme of the poem above?
Answer: Stanza 1: AABB
Stanza 2:
Stanza 3

The document footer shows 'Page 1 / 1' and a search icon. A watermark 'Activate Windows' is visible in the bottom right corner.



welli maryenti
Aug 19, 2021 (Edited Aug 19, 2021)

Good morning guys, our activity today is the extension of activity last week. Please listen and read the last poem again. (link given last week). For today please do the instruction in Tugas kelas.



Add class comment...



welli maryenti posted a new question: Attendance
Aug 12, 2021



welli maryenti posted a new question: Attendance
Aug 9, 2021 (Edited Aug 12, 2021)



welli maryenti
Aug 9, 2021 (Edited Aug 12, 2021)

Good morning all, for today activity please listen and do an exercise in the poem below



Do you ever wonder? | Lea...
<https://learnenglishkids.britishco>


Activate Windows
Go to Settings to activate Windows.



https://learnenglishkids.britishcouncil.org/poems/do-you-ever-wonder

Poems > Do you ever wonder?

Do you ever wonder?



Help and Support

- ✓ Covid-19 support for parents
- ✓ Getting started for kids
- ✓ House rules for kids

Animals can do different things and it's the same for people. Listen to this poem about different things we can all do.

https://learnenglishkids.britishcouncil.org/poems/do-you-ever-wonder

0:00 / 1:37

Transcript

Do you ever wonder?

Do you ever wonder why a mole can't see
Or a snake can't sing or a fish can't walk?
Do you ever wonder why a snail can't talk?
Do you wonder what it's like to be me?

Do you ever wonder why a goose can't ski
Or a dog can't write or a hen can't hop?
Do you ever wonder why a shark can't stop?
Do you ever wonder what it's like to be me?

Do you ever wonder why a cow can moo
Or a seal can clap or a goat can bleat?
Do you ever wonder why a bird can tweet?

https://learnenglishkids.britishcouncil.org/poems/do-you-ever-wonder

Game

Do you ever wonder?

Listen to the poem. Put the missing words in the sentences.

8 items remaining

clap bleat tweet see walk moo
talk write

A mole can't

◀ ▶

https://classroom.google.com/u/0/c/MTE4NDM5NTY3Nzg0

Bahasa Inggris Lintas Minat
XI MIPA 4

Stream Classwork People Grades

welli maryenti posted a new question: Attendance
Sep 23, 2021

welli maryenti posted a new assignment: Giving suggestion
Sep 23, 2021

welli maryenti posted a new assignment: exercise 5 Giving opinion and suggestion.
Sep 16, 2021

welli maryenti
Sep 16, 2021

Good morning all, our material today is about Giving opinion and suggestion. Lets take a look at the material and the explanation below.

Memberkan Saran.docx
Word

Phrases for expressing an ...
Video

Add class comment...

Activate Windows
Go to Settings to activate Windows.

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Making_suggestions/Suggestions_gf292097ji

A. Fill in the blanks with the words in the box.

about / don't / good / let's / like / shall

Frank: What we do now?
Maria: Why we go to the beach?
Frank: It's too hot.
Maria: What watching a film?
Frank: I don't feel staying in.
Maria: go out for a pizza!
Frank: I'm not hungry.
Maria: We could always go to Pete's house.
Frank: Ok that sounds Let's go!

B) Making Suggestions - Quiz

1. Why go to a museum?
a-don't we
b-don't we to
c-don't

2. Let's for a meal.

5. to the travel agent's this afternoon to book our ticket.
a-Let's going
b-Let's to go
c-Let's go

6. What your brother for help?
a-about asking
b-about to ask

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Making_suggestions/Suggestions_gf292097ji

B) Making Suggestions - Quiz

1. Why go to a museum?
a-don't we
b-don't we to
c-don't

2. Let's for a meal.
a-to go out
b-going out
c-go out

3. How about this weekend?
a-to visit
b-visit
c-visiting friends

4. Why to the movies tonight?
a-don't go
b-don't you go
c-not you go

5. to the travel agent's this afternoon to book our ticket.
a-Let's going
b-Let's to go
c-Let's go

6. What your brother for help?
a-about asking
b-about to ask
c-about ask

7. How to Hawaii for your vacation?
a-about going
b-about to go
c-about you going

8. Let's soon!
a-getting together
b-to get together
c-get together

https://classroom.google.com/g/tg/MTI50DayOTQ4NDM4/NDAwMTIwOTYyNjQ2#u=NTQxMDI5MTE1NTda&t=f

Giving suggestion

Daffa Anesta Turned in

10/10

Frank: What **shall** we do now?
 Maria: Why **don't** we go to the beach?
 Frank: It's too hot.
 Maria: What **about** watching a film?
 Frank: I don't feel **like** staying in.
 Maria: ... **let's** go out for a pizza!
 Frank: I'm not hungry.
 Maria: We could always go to Pete's house.
 Frank: OK that sounds **good** Let's go!

B) Making Suggestions - Quiz

- Why **do** go to a museum?
 a-don't we
 b-don't we to
 c-don't
- Let's **go** for a meal.
 a-to go out
 b-going out
 c-go out
- How about **going** this weekend?
 a-to visit
 b-visit
 c-existing friends
- Why **do** to the movies tonight?
 a-don't go
 b-don't you go
- Let's** to the travel agent's this a
 book our ticket.
 a-Let's going
 b-Let's to go
 c-Let's go
- What **do** your brother for help
 a-about asking
 b-about to ask
 c-about ask
- How **do** to Hawaii for your va
 a-about going
 b-about to go
 c-about you going
- Let's **go** soon!
 a-getting together
 b-to get together
 c-get together

Files
 Turned in on Sep 23, 2021, 1:06 PM
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Screenshot_2021092...

Grade
 /100

Private comments
 Add private comment...
 Post

https://drive.google.com/file/d/1fw8KU_OAJ8r-xCdYw3C3Z4pCzo_ax-b/view

Phrases for expressing an opinion.mp4

I don't like horror movies.

3:24 / 3:24

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https://classroom.google.com/u/0/c/MTE4NDM5NTY3Nzg0/a/NDYyNTU0NTIzMc5/details

Bahasa Inggris Lintas Minat
 XI MIPA 4

Instructions Student work

Conditional sentence type III

welli maryenti · Jan 26

100 points Due Jan 26, 8:00 PM

Please do the exercise the link bellow. Please screenshot your score and send it to this tugas kelas.

Latihan Soal Online Conditio...
<https://www.ahzaa.net/2020/03/lat>

Class comments
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← ↻ 🔒 <https://classroom.google.com/u/0/c/MTE4NDM5NTY3Nzg0/a/NDYyNTU0NTIzMzc5/details> 🔍 🌐 🔄 ⌵ 🔒 Sign in

☰ Bahasa Inggris Lintas Minat XI MIPA 4 Instructions Student work


Conditional sentence type III

welli maryenti · Jan 26

100 points

Due Jan 26, 8:00 PM

Please do the exercise the link bellow. Please screenshot your score and send it to this tugas kelas.



Latihan Soal Online Conditi...
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 Add class comment... ▶


← ↻ 🔒 https://www.ahzaa.net/2020/03/latihan-soal-online-conditional_6.html 🔍 🌐 🔄 ⌵ 🔒 Sign in

Inilah Latihan Soal Conditional Sentence Type III, untuk mempermudah pemahaman Anda mengenai materi ini. Semoga bermanfaat.

=====


- If the weather had been nice yesterday, we ... to the zoo.
 - would go
 - would have gone
- If Bambang ... for the test, he would have passed it.
 - studied
 - had studied
- If Sari had come yesterday, she ... my brother.
 - would meet
 - would have met
- If I ... my camera with me yesterday, I would have taken a picture of the president.
 - had
 - had
- If I ... that there was a test yesterday, I would have studied.
 - knew
 - had known

 Sekolah (US)/Asesmen Sekolah IPA SD/MI Materi Gaya
 Ayunara Bahar · Dec 29, 2022

 Latihan Soal Ulangan Harian/ Ujian Sekolah (US)/ Asesmen Sekolah IPA SD/MI Materi Pesawat Sederhana
 Ayunara Bahar · Dec 29, 2022

 Latihan Soal Ulangan Harian/ Ujian Sekolah (US)/ Asesmen Sekolah IPA SD/MI Materi Siklus Air/ Siklus Hidrologi
 Ayunara Bahar · Dec 29, 2022

 Latihan Soal Ulangan Harian/ Ujian Sekolah (US)/ Asesmen Sekolah IPA SD/MI Materi Sifat- Sifat Cahaya dan Pemanfaatannya
 Ayunara Bahar · Dec 29, 2022

 Sifat- Sifat dan Perubahan Wujud pada Benda Padat, Cair, dan Gas
 Ayunara Bahar · Dec 28, 2022

NEW **EKONOMI POWER LIQUID** ANTI BAKU
 Settings to activate Windows.

← ↻ 🔒 https://www.ahzaa.net/2020/03/latihan-soal-online-conditional_6.html 🔍 🌐 🔄 ⌵ 🔒 Sign in

- If you had told me about the problem, I ... you.
 - would help
 - would have helped
- What would you have done if I ... the money?
 - had lent
 - hadn't lent
- If I had gone to university, I ... a better job.
 - would get
 - would have got
- I ... you a lift if my car hadn't been broken.
 - could give
 - could have given
- I wouldn't have come to this school if I ... what it was like.
 - knew
 - had known
- I ... you in hospital if I had known you were there.
 - would visit
 - would have visited

DOUBLE ACTION
SEREH & JERUK NIPIS
BELI SEKARANG >
SOLUSI PENCUCI PIRING

LABELS

BAHASA INDONESIA BAHASA INGGRIS
 BUKU KURIKULUM CPNS
 DOWNLOAD BUKU KURIKULUM MERDEKA INFO KULIAH
 INFORMATIKA MATEMATIKA SMP
 MATERI INFORMATIKA PUKJ PKWU SMK PPKN
 PRETEST PPG 2022 SBMPTN SENI BUDAYA
 SOAL BINTARA 2022 SOAL CPNS
 SOAL TEMATIK KELAS 2 SD SOAL TEMATIK SD
 STIS STMKG TEKNO GURU TKD UKK SMP
 US SMA US SMP UTBK SBMPTN


FOLLOWERS


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
Bahasa Inggris Lintas Minat
XI MIPA 4


Stream Classwork People Grades


 **welli maryenti** Nov 17, 2020
Good morning all, today I would like to give you some exercise related to the use of Preposition. Please check your Tugas Kelas. And forget to sign your attendance list.


 5 class comments


 **Lidia Sitanggang** Nov 17, 2020
Morning too, okay ma'am

 **Dela Humayra Cahyani** Nov 17, 2020
Morning too ma'am, okay ma'am

 **SONIA AUDINA KADRI** Nov 17, 2020
Morning too ma'am

 **Nayla Nasywa Amivi** Nov 17, 2020
Morning too, okay ma'am

 **Karin Wijaya Barus** Nov 17, 2020
Morning too ma'am, okay ma'am

 Add class comment...

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