

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter revealed the research findings and discussions which explained about teacher of Google Classroom at SMPN 12 Banjarbaru in terms of their teaching skills, pedagogical theory, and professional skills.

A. Findings

The result of the teacher use of Google Classroom at SMPN 12 Banjarbaru in terms of teaching skills, pedagogical theory, and professional skills are explored below.

1. The teacher use of Google Classroom at SMPN 12 Banjarbaru in terms of teaching skills, pedagogical theory, and professional skills.

Based on data obtained interviews and documentation from teacher at SMPN 12 Banjarbaru. The result was explored.

a. Teaching skills

There are three skills that the researcher found, based on interview from the teacher.

1) Explaining skill

The teacher used Google Classroom during the pandemic, the teacher prepared material and the distributed it on Google Classroom. Besides that, it also shared videos

on Google Classroom, as she said during the interview below:

“I prepared the material and explained the material on Google Classroom.”

2) Opening and closing skill

From the interview, opening and closing as usual, it's just done through Google Classroom. The teacher said below:

“As usual, greeting good morning, how are you, but sometimes there is no response but, for closing, there is no formal greeting as usual in class.”

3) Classroom management skill.

According by the teacher using Google Classroom provides a different experience than usual, so not optimal as usual in class and students are more slow response. The use Google Classroom is very helpful, especially in terms of recapitulating assessment or student activity in submitting assignment. The teacher explained below:

“Mostly assignments, but If anyone asks in the comments column, I respond, or after the assessment then returned and given a note. It's hard to control them because they are not in class.”

There are five skills that the researcher didn't find, based on information from the teacher.

1) Questioning skill

Based on interviews with the teacher, the main reason is because of the lack of student response in Google Classroom. Not much communication. There are no questions that make students think critically.

2) Reinforcement skill

The reason this skill can't applied because the teacher and the students not face to face, the teacher can't see the gestures, expressions and body movement. The teacher explained below:

“Learning is doing by online. We can't see their gesture and expressions like in class as usual.”

3) Variation Skill

This skill can't applied, there no enthusiastic students, no active students in the teaching and learning process on Google Classroom. The teacher said silent class, confused are they still paying attention to Google Classroom or opening other applications, difficult situation.

The teacher explained below:

“The class was silent, as if there was no enthusiasm from them. To be honest, at that time I was a little desperate and it could be said that the class was not running optimally.”

4) Small group discussion skill

The teacher said it's hard to instruction small group discussion, confusing with Google Classroom and pandemic situation, because this is the first time using Google Classroom, forced circumstances. The teacher explained below:

“Not all students participate, it's hard to control them. How do you want to do a small group discussion?”

5) Skill of organizing small group work and individual work

The teacher said to organize Google Classroom is simple because it can be learned, but to organize small group or individual work with Google Classroom, it's hard.

The teacher explained below:

“In Google Classroom, we can see students data that have worked, everything is covered there. Unfortunately not all students do their assignments.”

b. Pedagogical theory

Using Google Classroom give a new experience for the teacher, as she said below:

“Using Google Classroom provides a different experience, you have to get to know first, learn about Google Classroom first but are forced by circumstances. Most of them are assignment. In the end reading is the most studied. Speaking, listening, writing is difficult”

Teacher must learn the ability to create an account on Google Classroom, the ability to create classes, the ability to provide announcements for classes, how to enter material on Google Classroom, how to give absences, how to create assignments on the application and provide feedback.

c. Professional skills

The teacher must do change management and time management as she said below:

“I found the class quiet, so confused, they were paying attention or not. There are tasks that collect them quite a bit. It’s hard to see their gestures, facial expressions.”

Teachers find it difficult to find a focus point for students because of uncertain situations and conditions, as well as a lack of interaction between teacher and students so that the desired achievement is not fully achieved. Teachers must understand the situations and conditions of students as well as their own abilities in using Google Classroom.

B. Discussion

1. Teaching skills

Based on findings above, the researcher analyzes below.

Questioning skill is the teacher's ability to ask question in a learning process to improve students' ability to think critically and problem solving skills (Sugihartini, 2019).

As explained, teaching skill is the teacher's ability to ask students to foster critical thinking in students. Unfortunately, there are no questions like this when studying with Google Classroom.

Reinforcement can be divided into two categories: 1) Offering verbal retaliation in the form of words or sentences of praise; 2) Offering nonverbal reinforcement in the form of approaching gestures, expressions, and body movements, touching, and engaging in enjoyable activities, (Sugihartini, 2019).

There is no interesting activities, they are confused about the pandemic situation. They can't see gesture, expressions each other.

Variations skills are the actions that a teacher or educator takes during the teaching and learning process to alleviate students' boredom and ensure that they always exhibit perseverance, enthusiasm, and active participation. Planning and delivering an explanation are two components of the explaining skills component (Sugihartini, 2019).

The capacity to present a learning material in a manner that will make it simpler for students to comprehend the material is related to explaining skill. (Sugihartini, 2019).

The organized process of involving a group of students in optimal cooperative face-to-face interaction with the goal of obtaining various information or experiences for making decisions

or solving a problem is the skill of guiding small group discussion. (Sugihartini, 2019)

Solving the problem for how they can learn in the pandemic situation is probably enough, so there is no small group discussion.

The actions that a teacher or educator takes within the framework of the teaching and learning process that serves only three to eight participants constitute teaching skills for individuals and small groups. (Sugihartini, 2019).

To organize small group or individual work with Google Classroom, it's hard. Response of students in learning just a little. We can't know they pay attention us or opening other apps. Difficult, because they are not in class.

2. Pedagogical theory

This knowledge, according to research, can be studied. However, it is difficult to determine what this knowledge base contains. The distinction between declarative knowledge, also known as "knowing that," and procedural knowledge, also known as "knowing how," is the theoretical foundation for the majority of studies. Because it focuses on comprehending the relationship between knowledge and behavior, or the quality, this strategy is pertinent. While some models of general pedagogical knowledge explicitly exclude psychological aspects, others combine pedagogical and psychological aspects. Psychological factors account for the fact that learning takes place in a social setting

and that individual students' general cognitive and affective characteristics determine their level of success in learning. (Guerriero, 2012).

Teacher is required to learn the knowledge that will be taught to students. During the pandemic, it required teacher to learn about Google Classroom, how to install, how to post materials or videos, and more, even though forced by circumstances and shock by circumstances.

3. Professional skills

The methods, strategies, and approaches that would support teachers' professional development and contribute to the profession's expansion are referred to as professional skills. Soft skills like counseling, interpersonal skills, computer skills, and information retrieval are all included.

As an English teacher, the teacher must teach the students four basic skills, speaking, listening, reading and writing. Using Google Classroom at the end, only teach reading and develop students reading skills.