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EFL TEACHER EDUCATOR'S STRATEGIES IN DEVELOPING TEACHING MATERIALS FOR ONLINE SPEAKING CLASSES USING GOOGLE CLASSROOM (QUALITATIVE RESEARCH)

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Abstract: The objective of this study was aimed 1) to figure out how EFL teacher educator develops teaching materials for speaking lessons in online classes using Google Classroom; 2) to find out the obstacles EFL teacher educator in developing teaching materials for speaking lessons in online classes using Google Classroom; 3) and to find out student perceptions of EFL teacher educator in developing teaching materials for the online speaking class using Google Classroom. The present study used a qualitative Case study design. Seven students from the 1D English education program and an English lecturer took part in this research. The data were gained through interview and questionnaire. To analyse the interview, the researcher first transcribed and then made interpretation from it. The questionnaire data were analysed using Likert Scale measurement. The findings revealed that the lecturer has considerations and steps to developing teaching materials. In addition, based on the findings, the researcher analysed that the teaching materials made by lecturers can be understood well by students and online speaking learning using Google Classroom can be done well. The researcher suggests for lecturers to make more variations in developing teaching materials so that class learning can be more fun and easy to understand, and help students to keep their interest and motivation in the learning activity.

Keywords: EFL Teacher educator; Google classroom; teaching materials; Speaking

INTRODUCTION

We are now in a very emergency situation in the Covid 19 era. The result is not only one factor but various aspects or sectors affected by it, including the education sector. This is why all school clusters are sent home, which is called SFH (School from Home). The impact is also immediately felt by teacher educator who automatically has to develop their teaching materials the one that can be done online and of course use technology. This is what makes educators want to research teacher on how college teacher develops their teaching materials in the current pandemic era, especially the speaking subject. In addition, this leads educator to propose strategies in

learning because with the right strategy it will not be difficult for students to comprehend the learning material. Mondal and Majumder (2020) stated in his research that several factors to consider in determining learning strategies and one of them, namely the teacher factor is one factor that plays an important role among the existing factors.

The consideration of all these factors will depend greatly on the creativity of the teacher. It is the teacher's dedication and ability that ultimately influence the implementation of teaching and learning activities. Therefore, the teaching strategy must be mastered and understood by the teacher or educator to make learning effective in the classroom. Issac (2010) states that the teaching strategies are simply defined as a plain description of learning including the structure, outline of premeditated strategies, and the teaching goals required to follow up the strategy. Kemp (1995) "suggests that the learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently". This is what makes educators want to research teacher on how college teacher develops their teaching materials in the current pandemic era, especially the speaking subject.

Speaking is one of the subjects in English that students must be mastered. By studying this lesson, students can learn how to speak English. In times of pandemic like now, it has to be done online. Experts say also that speaking means one subject demanded by the students to be able to use language (English) in everyday communication. Teaching speaking aims to give students the skill to say something in the target language to cover basic interactive skills like how to greet and express gratitude, apology, their needs and information, and service request (Brown & Yule, 2000).

Teaching language skill, especially speaking will result a successful learner if EFL teacher educators are professional. EFL teacher educators are English language educators who have the primary task of transferring, improving, and spreading science, technology, and arts through education, research, and community service. Arkam (2015) defines an EFL Teacher as a person who has gained an English teaching qualification from a teaching institution and whose training has been recognized by the award of an appropriate teaching certificate. Accordingly, by decree, her or his teaching certificate is officially used to teach English as a foreign language.

In teaching any lesson, teaching material is crucial element including in teaching speaking. Teaching material is a series of facilities or learning media containing learning material, approach, limitation, and its evaluation is designed systematically to make it attractive in order to attain the expected goals, namely accomplishing competence or sub-competence in all its complexity (Widodo & Wahyuni, 2013).

There are several previous study that have similar topic conducted by Ahmar and Rahman (2017), Anggraeni, Wahibah., and Assafary (2020), Kusumawati (2017), and Maulidar, Gani, and Samad (2019). Although the scope of their studies focus on teacher strategies and material development, the study on the way the teacher develop the material, the obstacle, and teacher perceptions remain sparse. Therefore, the present study intends to carry out the research to find out EFL the way of EFL teacher or educator develop teaching materials for speaking lessons in online classes using Google Classroom, teachers' obstacles, and students' perception.

METHOD

The present study is categorized as qualitative case study research because the study allows the researcher to explore a detailed program, event, activity, process, or one or more individuals (Cresswell, 2003). In line with this statement, this study aims to explore, analyse and interpret a set of teacher programs in teaching as well as student responses in the classroom.

This research was conducted at Galuh University, Ciamis involving a lecturer of English education program and seven students of English education program. To answer the research question of the study, there are two techniques, namely an interview and a close-ended questionnaire. An *interview* is defined as a unique conventional conversation between a researcher and a participant dealing with a transfer of information to the interviewer (Cresswell, 2012).

Meanwhile, the questionnaire is managed by a small group of people (named the sample) to recognize trends in attitude, view, behaviour, or characteristics of a large group of people (Creswell, 2012, p. 21).

Based on the information provided by Creswell (2012), there are some steps to analyse interview data: transcribing, coding, interpreting, and validating. Furthermore, the data from the questionnaire responses were analysed by presenting them in the tables. Then, each response calculated its frequencies and percentages. The questionnaire responses are computed and reported, usually in frequency or percentage of those who answer in a certain way for each question (Fraenkel, et al. 2012, p. 13).

FINDINGS AND DISCUSSION

The researcher carried out research concerned with the development of teaching materials for online speaking classes using Google Classroom. To collect the data from interviews, the researcher used an audio recorder application from a smartphone and note-taking. After collecting all data, the interview data were transcribed. Transcription provided the researcher written data from the interview; on the other hand, the aim of transcribing the data was to make the analysis easier. After that, the researcher translated the data into the English language. In this research, there was one participant as an interviewee that is a lecturer in the English education program.

How does EFL teacher educator develop teaching materials for speaking lessons in online classes using Google Classroom?

In gathering the data of the EFL teacher educator in developing teaching materials, the researcher conducted a semi-structured interview session with the EFL teacher educator who taught online speaking classes. There were ten questions in the interview session.

Based on the answers from a participant in the interview, it shows that the lecturer needs a lot of preparation before developing the materials, including some of these considerations. These are relevance to the curriculum and syllabus, adequacy of the materials, consistency of the materials and the last need analysis of student needs. Then, the lecturer stated clearly that she has some stages to develop teaching materials. They need analysis of student needs, plan and design, develop teaching materials and the last evaluating and revise which links to Kusumawati(2017). The lecturer used three applications to optimize their learning, namely using WhatsApp Groups, Google Classroom, and for practical advice, using Zoom Cloud Meeting.

What are the obstacles faced by EFL teacher educator in developing teaching material?

Regarding the problem in developing teaching material, the lecturer had two problems, first in developing teaching materials the lecturer felt so hard in considerations about size of file because not all of student were ready to download the file. Second is worry to student not studying the material. The lecturer had a solution that is to make a simple teaching material but covered all the material. Then, the lecturer made a guided question and reflective journal to find out student understanding. So, the lecturer could handle all the problems. In the next questions, the researcher found some innovations from the participant in developing teaching materials. As a result, those could also be a solution to existing problems. This is in line with Anggraeni, Wahibah, and Assafary (2020), Kusumawati (2017), and Maulidar, Gani, and Samad (2019) who found strategy as a best way in solving the problem.

How do students' perceive?

The researcher collected the data by using a brief rating scales questionnaire (Yes and No) to ask for students' perception toward EFL teacher educators on developing teaching materials for online speaking classes using Google Classroom. Responses to all questionnaire items from 7 participants of class 1D were the data of the study. There were ten items of a questionnaire that are given to 7 participants of this study.

The researcher analysed and interpreted the data answered by the participants. The researcher then summarized the data which are presented in the percentage as given in Table 1 within the following questions:

Table 1 Close-ended Questionnaire

No	Statement	YES	NO	TOTAL
1.	The materials presented are clear.	100% (7)	0% (0)	100% (7)
2.	The materials presented are easy to understand.	100% (7)	0% (0)	100% (7)
3.	Learning materials according to the syllabus.	100% (7)	0% (0)	100% (7)
4.	There are innovations made by the EFL teacher educator in developing teaching materials.	85,7% (6)	14,3% (1)	100% (7)
5.	Teaching-learning is very effective and satisfying.	100% (7)	0% (0)	100% (7)
6.	Learning online speaking classes through Google Classroom is an interesting learning activity.	71,4% (5)	28,6% (2)	100% (7)
7.	Google Classroom is easy to use.	85,7% (6)	14,3% (1)	100% (7)
8.	Learning to use google classroom can understand teaching materials faster.	71,4% (5)	28,6% (2)	100% (7)
9.	Interaction with EFL teacher educators in Google Classroom is understandable.	100% (7)	0% (0)	100% (7)
10.	Google Classroom allows me to engage academically with peers and EFL teacher educator's anytime and anywhere.	85,7% (6)	14,3% (1)	100% (7)

From Table 1, the researcher concluded that the answers from the respondents varied for statements number one, two, three, and five. Nine respondents answered "yes" as evidenced by the percentage of 100% and for statements number four, six, seven, eight and ten of each statement there were those who answered "no". It was proven that not all students felt the same in class but the responses are mostly positive. It implies that the findings links to the result of study conducted by Ahmar and Rahman (2017), in that the teaching material developed by EFL teacher educator is valid, practical and effective.

CONCLUSIONS

The result from the study shows that the lecturer uses several considerations and steps in order to create good teaching materials according to student needs. With regards to the problems, it was found that the problem is due to size of material file and students' readiness. Furthermore, the researcher wishes to show the result of the questionnaire about students' perceptions of EFL teacher educators in developing teaching materials. The results shows that the teaching materials made by lecturers can be understood well by students and online speaking learning using Google Classroom can be done well. The student responded that learning online speaking classes through Google Classroom is an interesting learning activity that makes students feel teaching-learning is very effective and satisfying. Therefore, the students think that interaction with EFL teacher educators in google classroom is understandable because Google Classroom is easy to use and the teaching materials are very clear. In this case, the researcher concluded that the students gave positive perceptions about EFL teacher educator strategies for developing teaching materials for online speaking classes using Google Classroom. The students easily understand the material because the lecturer has a strategy in developing teaching materials and the implementation in the class is done well.

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