AN ANALYSIS OF TASK-BASED LEARNING IMPLEMENTATION THROUGH GOOGLE CLASSROOM AT SMAS CANDIMAS PANCASARI DURING THE COVID-19 PANDEMIC

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ABSTRACT

The pandemic situation forces teachers to adjust their teaching model and methods to the online learning, which includes the implementation of Task-Based Learning. The implementation in the online learning would surely be different from the one in the conventional, face-to-face learning, as it needed to be conducted through the use of learning platform. Therefore, this study was conducted to (1) investigate the implementation of Task-based Learning through Google Classroom and (2) investigate the problems faced by the teacher in the implementation. It was important to be conducted to discover how the learning model was implemented in different setting and what problems occurred in the implementation that was carried out through Google Classroom. This study took one English teacher at SMAS Candimas Pancasari along with 39 students as the subjects of the study. It was a descriptive qualitative study that collected the data through observation and interviews. The results indicated that the teacher at SMAS Candimas Pancasari implemented Task-Based Learning through Google Classroom by following the correct three cycles, including (1) the Pre-Task cycle, (2) Task cycle, and (3) Language Focus cycle. It was implemented by using several features on Google Classroom as well as other Google platforms, such as Google Drive, Google Form, and Google Jamboard were used to facilitate the learning process. The Task-Based Learning model was implemented synchronously and asynchronously. The results also indicated that the teacher faced three main problems related to the large number of students in a class, time limitation, and difficulty in preparing learning materials.

Keywords: Task-Based Learning, Implementation, Google Classroom, Online Learning

ANALISIS IMPLEMENTASI *TASK-BASED LEARNING* MELALUI GOOGLE CLASSROOM DI SMAS CANDIMAS PANCASARI SELAMA PANDEMI COVID-19

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ABSTRAK

Pandemi memaksa para guru untuk menyesuaikan pendekatan dan metode pengajarannya dengan pembelajaran online, yang mencakup penerapan *Task-Based Learning*. Pelaksanaannya dalam pembelajaran online tentunya akan berbeda dengan pembelajaran konvensional tatap muka, karena perlu dilakukan melalui penggunaan platform pembelajaran. Oleh karena itu, penelitian ini dilakukan untuk (1) mengetahui pelaksanaan *Task-Based Learning* melalui Google Classroom dan (2) mengetahui permasalahan yang dihadapi guru dalam pelaksanaannya. Hal ini penting dilakukan guna mengetahui bagaimana pendekatan pembelajaran diimplementasikan dalam setting yang berbeda dan masalah apa yang terjadi dalam implementasi yang dilakukan melalui Google Classroom. Penelitian ini mengambil satu orang guru bahasa Inggris di SMAS Candimas Pancasari bersama 39 siswa sebagai subjek penelitian. Jenis penelitian ini adalah deskriptif kualitatif dengan pengumpulan data melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa guru di SMAS Candimas Pancasari menerapkan *Task-Based Learning* melalui Google Classroom dengan mengikuti tiga langkah yang benar, yaitu (1) *Pre-Task*, (2) *Task*, dan (3) *Language Focus*. Penerapannya dilakukan dengan menggunakan beberapa fitur di Google Classroom serta platform Google lainnya, seperti Google Drive, Google Form, dan Google Jamboard untuk memfasilitasi proses pembelajaran. Model *Task-Based Learning* diimplementasikan secara sinkronus dan asinkronus. Hasil penelitian juga menunjukkan bahwa guru menghadapi tiga masalah utama terkait dengan banyaknya siswa di kelas, keterbatasan waktu, dan kesulitan dalam mempersiapkan materi pembelajaran.

Kata kunci: *Task-Based Learning*, Implementasi, Google Classroom, Pembelajaran Daring