

ENGLISH LANGUAGE TEACHING IN THE INDONESIAN CONTEXT TOWARD EDUTECH 4.0

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Abstract: Edutech or Educational Technology refers to the process of the study facilitated by technology. It allows teachers and students to use everyday devices such as smartphones, laptops, and tablets. The objectives of this study were to find out significant challenges that created the educational technological immersion for English language teaching and to identify the way junior high school English teachers of one public school in Pangkalpinang adapted to the Edutech 4.0. This study applied Qualitative Design in which the informants of this study were the principals, English teachers, and the students. The data were collected by using observation, interview, and questionnaire. Based on the result, it showed that the teachers could easily adapt to the Google Suites for Education and all of the teachers were comfortable in using Google Suites for Education as the Edutech, but they still found it difficult to interact with the students.

Keywords: *Edutech, Google Suites for Education, teaching English.*

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INTRODUCTION

English is now used almost all over the world. According to Gumartifa et al., (2020), English is known as the second language in many countries so it has been an international language. A language is designated as a global language when it plays a unique role that is acknowledged in every country on the planet (Crystal, 1997). Therefore, in Indonesia, English is important. Theriana (2018), Lauder (2008), as well as Mattarima & Hamdan, (2011) explained that in Indonesian educational system, English was one of the compulsory subjects instructed at school. Students learn English for the first time formally when they are in their middle school and continues to study up to the university as a foreign language. Education system in Indonesia used English as a subject that exists in the national examination for school.

During that time, English has been a challenge for most of Indonesian students. An important factor was the fact that English was distinctive among Indonesian speakers not just in terms of terminology and grammar, but also in terms of both

pronunciation and meaning (Sholihah, 2014). According to Anwas et al., (2020), factors affecting adversity in mastering language was English was only used when studying English subject, low motivation to master in English, the time used for learning English was very short to support the development of language skills, and the active environment of English language has not yet been created and furthermore there are no supplement technologies. The main technology of Industry 4.0 was the Cyber-Physical System (CPS), which is defined as the combination of Physical and Cybernetic systems (Lee et al., 2015). It was a system that combines the physical and virtual worlds (Bachir & Abenia, 2019). English has become a very important language along with the development of science and technology. It is an access to get into globalization. Due to the change of the management systems, it also meant a better education in Indonesia. Character of Education 4.0 was critical thinkers, problem solvers innovators, communicators, and also value-based leadership providers (Gray, 2016).

Changing the educational systems, the use of educational technology (Edutech), makes a good big promise in enhancing the outcomes, especially for English language teaching. According to Spector et al., (2016), educational technology or Edutech is the application of learning, full of technological innovativeness. Moreover, Nadiem Anwar Makari, the Minister of Education 2019-2024 was very interested in technology-based learning in the era of 4.0 (World Bank Group, 2020, p.6). Technologies appear because of the quality of the education and research process, and human intelligence completes a successful future. The latest events of 2020 have shown us the benefits of technologies created by scientists, professors, researchers in the field, in the innovative approach to university education - the transition from teaching and conventional research to the digital campus, through Edutech (Moşteanu, 2020). The limitation caused by COVID-19 makes the learning process changed into Edutech, including English. There are many tools to support Edutech and one of the tools is Google Suites.

According to Aldi et al., (2020, p. 21), Google Suites for Education is the form of Google's commitment to support educational systems on September 29, 2016. In 2017, Google suites for education was launched as the series of application which accommodates Google classroom, Gmail, GDrive, Calender, Hangout, Google office, Google site, and Google vault. Furthermore, the role of Edutech 4.0 in the Indonesian context was to build an enjoyable teaching process and an innovative style to adapt with industrial revolution 4.0 for preparing great generation in the future who could use technology as the useful tool to increase the knowledge and experience.

Nowadays, teaching and learning process is required to be done from home or known as "work from home" (WFH) to prevent the spread of pandemic COVID-19. According to Chabibie (2020), based on the letter of Minister of Education Nadiem Anwar Makariem, all activities of teaching and learning must be implemented through online service. However, there are so many challenges faced especially for teachers. Teachers must be competent in using Edutech so the learning process can run smoothly, also the internet service which must be stable during the learning process. Edutech will support English language teaching with the innovativeness which is suitable with this era of 4.0. which can make a better learning process in English subject especially the use of Google Suites for education. It is important to

do this study so that the findings will inform about the teachers challenges and adaptation toward Edutech 4.0 in teaching English.

METHODOLOGY

Design and Sample

In this study, three teachers of English, the headmaster and the students in SMPN 7 Pangkalpinang were selected as the informant of the study to find out the teachers' challenges and adaptation toward Edutech 4.0 using interview, questionnaire and observation.

Data Collection and Data Analysis

The data were collected using observation, questionnaire, and interview. In this study, the writer used qualitative research of the study. Stated by Ali & Asrori (2014, p. 123) qualitative research was showing the evidence of the data or phenomena. Qualitative study is non-numerical data that used for gain the information. Semi-structured qualitative study was used in the study. The data were collected through interviews, observation and questionnaire. This study focused on describing the teachers' response toward teaching English language by using Edutech at the SMPN 7 Pangkalpinang such as the adaptation and challenges. Based on such things, it can be described that, qualitative research method was conducted intensively, the writer participated directly in the field to note carefully what happened, performed reflective analysis of various document found in the field, and made a detailed research report.

FINDINGS AND DISCUSSION

The purpose of this study was to investigate the teacher of English challenges and adaptation in using Edutech especially Google Suites for Education in SMPN 7 Pangkalpinang. The result of this study was described as follows.

A. To know how teachers of English adapt to the Edutech 4.0 to teach the students.

The writer provided questionnaires and did the interview. The questionnaire was given to the three teachers of English, and 46 students of A and B class. The interview was done to three teachers of English, five students and the headmaster. They were asked to answer the question on the questionnaire and the interview aimed to find out the teachers' adaptation toward English language teaching using Edutech 4.0.

1. Questionnaire

There were two sections of questionnaire for the teachers to find out the teachers of English adaptation toward Edutech 4.0, described as follows:

a. For the teachers

Background Information and Edutech Use

To know about the level of adaptation from the teachers of English in using Edutech especially Google Suites for Education, the writer needed to know the background information and Edutech use by the teachers of English in SMPN 7

Pangkalpinang. There were three teachers of English being interviewed and the result were described as follows:

Table 1. Teacher background information by the teachers of English in SMPN 7 Pangkalpinang

| Name | Age | Gender | Last Degree | Teaching Experience | Experience with GSFE | Spending Time to Access Internet in a Day |
|------|-----|--------|-------------|---------------------|----------------------|---|
| SP | 37 | Female | Bachelor | 16-20 | 1-3 years | 3-4 hour |
| YL | 48 | Female | Bachelor | 22 | 1-3 years | 3-4 hour |
| HP | 50 | Female | Master | 22 | 4-6 years | 3-4 hour |

Table 2. Edutech used by the teachers of English in SMPN 7 Pangkalpinang

| Teacher's Name | Kind of GSFE used | | | | | | | Total |
|----------------|-------------------|--------|------|-------|-------|------|-----------|-------|
| | Gmail | GDrive | Docs | Sheet | Forms | Meet | Classroom | |
| SP | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 4 |
| YL | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| HP | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 8 |

Adaptation in using Edutech

To know about the level of adaptation from the teachers of English in using Edutech especially Google Suites for Education, the writer delivered a questionnaire.

Table 3. Teacher adaptation level by the teachers of English in SMPN 7 Pangkalpinang

| No | Name | Statement | | | | | | | | | | | Score |
|----------------------------------|------|-----------|----|----|----|----|----|----|----|----|----|------|-------|
| | | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | |
| 1 | SP | 4 | 3 | 3 | 5 | 5 | 5 | 2 | 4 | 5 | 5 | 5 | 76,6 |
| 2 | YL | 5 | 3 | 4 | 6 | 5 | 5 | 3 | 4 | 5 | 5 | 6 | 85 |
| 3 | HP | 5 | 4 | 4 | 6 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 86,6 |
| Mean Arange = $248,2 : 3 = 73,8$ | | | | | | | | | | | | 82,7 | |

2. Interview

Apart from relevance of the above questionnaire, the writer also used some interview questions related to the behind the teacher's adaptation in using Edutech (GSFE) for English language teaching. With the transcript of the teacher's response:

a. For the teachers

1. Have you ever got any training about the use of GSFE for English language teaching?

P1: Yes, I am very enthusiastic while did the training about the use of GSFE since I used GSFE for my English class

P2: Of course, all of teachers in SMPN 7 Pangkalpinang got the training about the use of GSFE.

P3: Yes, we did. It is make us more understand about GSFE especially for teaching English

2. Do you think that training of GSFE develops your knowledge and skill on the use of GSFE?

P1: Of course. Sometimes. I found the difficulties because I felt the students did have no interest in learning on the screen. But I'm very happy and motivated to learn about GSFE until I can learn to make fun learning environment while using GSFE.

P2: Yeah. I can feel better in teaching while after the training. But, I didn't like to use all of GSFE features because it's to difficult to interact with the students and I can't make a good environment of learning English since I'm focused to make the students speak in my class.

P3: Sure. Like I said before its very helpful. Our knowledge and skill can be improved by our own efforts including knowledge and skill of GSFE after did the training.

3. Do you think that training of GSFE develops your pedagogical knowledge and skill on the use of GSFE?

P1: Yes, I think my pedagogical can be improved by it.

P2: Yes, it is developed. We try to understand the need of the students, learning process.

P3: I think yes, Because based on my experience last year before COVID-19 I totally use textbook. And for now I try to make a different way to deliver the lesson.

4. Is this the features on GSFE are easy?

P1: Some of the features are easy to understand

P2: I thought yes, GSFE can make us easily to adapted with the features

P3: Sure. I really like using GSFE.

5. Do you use this application without written instruction?

P1: In the some features, I will ask others to explain how to use the features.

P2: I think no.

P3: No, it's easy to remember because all of the features in GSFE is simple than any other Edutech that I have ever used.

6. Can you use recover instantly when making mistakes?

P1: As I told before, sometimes I used to saw the written instruction or ask other for help

P2: The answer is might be yes.

P : Of course, as I told before.

7. Do you think that the use of GSFE is important in teaching compared to not use GSFE? Why?

P1: Actually yes, but like I said before I have to learn to adapt since I have to teach z generation which is gadget become the part of our activity nowadays.

P2: Yes, it makes me comfort and easy also accessible for me to teach English.

P3: Right, like I have told my learning process could be easy and then my assessment would be practice. So far, the students pay more attention when I make various fun learning.

8. Do you think your knowledge in GSFE good enough to be able to use GSFE for education in English language teaching?

P1: I don't think so. I'm ready but I have to prepare it a day before.

P2: I'm not the expert one, but I can use some properly.

P3: Yes, I do.

b. For the Headmaster

Apart from relevance of the above questionnaire and interview by the teachers of English in SMPN 7 Pangkalpinang, the writer also used some interview for the headmaster questions related to the behind the teachers adaptation in using Edutech (GSFE) for English language teaching. With the transcript of the headmaster's response:

1. Do you ever heard about the Google suites for Education?

H: *Tentu. Itu adalah pembelajaran berbasis teknologi yang disupport google (...of course, it is an educational technology that supported by Google)*

2.. Did the school already used GSFE for English language teaching?

H: *Iya, pembelajaran Bahasa Inggris menggunakan GSFE. Seperti Google classroom, dan Google form yang sangat membantu para guru untuk memberikan latihan ataupun ulangan ke siswa (...sure, learning activity of English using GSFE. Such as Google classroom, and Google form which very helpful for the teachers to give an assignment or examination test)*

3. Did the teachers of English in SMPN 7 Pangkalpinang join the training about GSFE?

H: *Iya, mereka menjalani training mengenai GSFE (...sure, the teachers did the training about GSFE)*

4. Did the teachers of English enjoy in using GSFE for online learning?

H: *Sejauh ini yang memang memberikan kemudahan dalam pembelajaran Bahasa Inggris adalah GSFE. Awalnya guru-guru memang diberikan banyak pilihan aplikasi selama pembelajaran online dimulai. Namun, yang memang hingga sekarang masih digunakan adalah Google Classroom, Google Hangout, Google Form, Google Sheet yang mana semuanya adalah bagian dari GSFE ini menunjukkan kalau Guru Bahasa Inggris di SMPN 7 Pangkalpinang enjoy menggunakan GSFE. Mungkin awalnya sedikit kesulitan karena pembelajaran pun dilaksanakan online bukan tatap muka. (...so far, GSFE is the easiest edutech in teaching English. Firstly, the school offers the teachers about the application when online learning has started. Furthermore, the teachers of English choose Google*

classroom, hangout meet, form, sheet as the part of GSFE. And it's showed that the teachers of English in SMPN 7 Pangkalpinang enjoyed in using GSFE)

c. For the students

The writer provided questionnaires and did the interview. The questionnaire given by the writer the 46 students of A and B class. And, the writer did the interview for five students of the total participants. They were told by the writer to answer the questions to find out the teacher's adaptation toward English language teaching using Edutech 4.0.

1. Questionnaire

Table 4. Student perception toward teacher adaptation level by the students in SMPN 7 Pangkalpinang

| No | Statement | Strongly Disagree | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree |
|----|---|-------------------|----------|-------------------|----------------|-------|----------------|
| 1 | Google Classroom is an excellent feature for interacting with Teachers | 1 | 19 | 13 | 3 | 5 | 5 |
| 2 | Quality of Learning by the Teacher through the features in the GSFE difficult to understand | 3 | 4 | 14 | 15 | 6 | 4 |
| 3 | Teacher makes learning activity to be more interactive with video via Google drive | | 2 | 2 | 5 | 18 | 19 |
| 4 | Teachers are creative to combine some features in GSFE to make learning to be fun. | 4 | 3 | 7 | 10 | 13 | 9 |
| 5 | Through Google Form given by the teacher, it become easier for me to do the practice questions. | 3 | 3 | 4 | 12 | 14 | 10 |
| 6 | Communication via Hangout meet is a bit slow because the teacher does not master the application. | 1 | 2 | 10 | 13 | 11 | 9 |

| | | | | | | | |
|---|--|---|---|----|----|----|---|
| 7 | Teacher make learning process more effective by using GSFE in learning English Language. | 3 | 5 | 5 | 15 | 10 | 8 |
| 8 | The teacher conveys the material through Google Classroom very well so that the English Matial easy to understand. | 1 | 5 | 15 | 15 | 5 | 5 |

2. Interview

Apart from relevance of the above questionnaire, the writer also used some interview questions related to the behind the teachers adaptation in using Edutech (GSFE) for English language teaching. With the transcript of the students' response:

1. Apakah kamu tau apa itu GSFE?

S1: Iya (..yes)

S2: Iya, saya tau (..yes, I know)

S3: Tentu (..of course)

S4: Iya, GSFE adalah seperti Google classroom, form, video meet yang kami gunakan selama sekolah online (..yes, GSFE is like a Google classroom, form, video meet which we used on the online school)

S5: Tau (.. I know)

2. Apakah pembelajaran bahasa inggris yang diberikan guru lewat GSFE bisa dengan mudah kamu pahami?

S1: Iya, aku suka sekolah online karena bisa menonton video (..yes, I like online school because I can watch the video)

S2: Terkadang iya terkadang tidak (..sometimes yes)

S3: Hmm.. iya karena kita bisa mencari materi dan jawaban soal ujian menggunakan google (... hmm, yes because we can searching for the material and the answer of the examination using google)

S4 : iyaa, saya bisa memahami pembelajaran lewat video-video (...yes, we can understand the material by the videos)

S5 : Iya... (...yes)

3. Bisa kah kamu memberi contoh suatu fitur yang digunakan guru Bahasa inggris dan kemampuan guru dalam menjelaskan pembelajaran lewat fitur tersebut?

S1: Google classroom, teratur.. (...google classroom, well organized)

S2 : Google classroom, form, video meet guru memberi kode lalu kami masuk kode nya dan mengikuti pembelajaran, kemampuan guru bagus cuma saya sulit bertanya (... google classroom, form, video meet, the teachers give the code then we are join the class, the teachers are good but I'm difficult to ask her)

- S3: Yaa, semuanya bagus dan teratur (...all good and well organized)
S4: Aku menyukai google drives, karena ketika belajar tidak mengantuk (. I like google drives, because it makes me spirit)
S5: Google classroom dan google slides, google slides nya keren (... Google classroom and google slides, and the google slides are amazing)

B. The challenges that create the educational technological immersion for English language teaching

a. The teachers of English

1. Questionnaire

The three sections of questionnaire for the teachers aimed to find out the teachers' challenges toward Edutech 4.0 such as GSFE, such as, teacher readiness, skill level and attitude level.

Teacher Readiness

To know about the level of adaptation from the teachers of English in using Edutech especially Google Suites for Education, the writer needed to know the teacher readiness in using GSFE by the teachers of English in SMPN 7 Pangkalpinang. The results are described as follows:

Tabel 5. Teacher readiness in using GSFE by the teachers of English in SMPN 7 Pangkalpinang

| No | Name | Statement | | | | | | | | | | Total | Score |
|----|------|-----------|---|---|---|---|---|---|---|---|------|---------------------------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 1 | SP | 5 | 3 | 5 | 2 | 5 | 5 | 5 | 1 | 5 | 5 | 41x100:60= | 68.3 |
| | | | | | | | | | | | 68.3 | | |
| 2 | YL | 5 | 3 | 5 | 3 | 5 | 5 | 5 | 3 | 5 | 5 | 44x100:60= | 73.3 |
| | | | | | | | | | | | 73.3 | | |
| 3 | HP | 5 | 2 | 5 | 2 | 5 | 5 | 3 | 2 | 5 | 5 | 41x100:60= | 68.3 |
| | | | | | | | | | | | 68.3 | | |
| | | | | | | | | | | | | Mean Arange = 209.9 : 3 = | 69.9 |

Skill Level

To know about the level of adaptation from the teachers of English in using Edutech especially Google Suites for Education, the writer needed to know the skill level by the teachers of English in SMPN 7 Pangkalpinang. The results are described as follows:

Tabel 6. Teacher skill level in using GSFE by the teachers of English in SMPN 7 Pangkalpinang

| No | Name | Statement | | | | | | | | | | Score |
|----|------|-----------|----|----|----|----|----|----|----|----|----|-------|
| | | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 1 | SP | 5 | 2 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 68,3 |
| 2 | YL | 4 | 2 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 73,3 |

3 HP 5 3 5 5 5 5 2 5 5 5 68,3

$$\text{Mean Arange} = 221,6 : 3 = 73,8$$

Attitude Level

To know about the level of adaptation from the teachers of English in using Edutech especially Google Suites for Education, the writer needed to know the attitude level by the teachers of English in SMPN 7 Pangkalpinang. The results are described as follows:

Tabel 7. Teacher attitude level in using GSFE by the teachers of English in SMPN 7 Pangkalpinang

| No | Name | Statement | | | | | | | | | | | | Score |
|----|------|-----------|----|----|----|----|----|----|----|----|----|----|----|-------|
| | | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | |
| 1 | SP | 5 | 2 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 2 | 85 |
| 2 | YL | 5 | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 2 | 88,3 |
| 3 | HP | 5 | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 3 | 88,3 |

$$\text{Mean Arange} = 261,6 : 3 = 73,8 \quad 87,2$$

3. Interview

Apart from the relevance of the above questionnaire, the writer also used some interview questions related to the teachers' adaptation in using Edutech (GSFE) for English language teaching. With the transcript of the teacher's response:

1. Do you think your ability in GSFE is good enough to be able to use GSFE for education in English language teaching?

P1: I have less skill than the others, but I learn to improve it and I think it is not bad.

P2: I found some difficulties to make the students interested but my ability is enough in teaching English

P3: Yes, the features on GSFE make my learning activity was fun.

2. Do you think comfortable with GSFE in teaching?

P1: It makes me comfortable and confused at the same time.

P2: Yes, I feel comfortable it makes me easier in learning activity of English

P3: Yes, so far it helps students pay more attention when I use GSFE.

3. How ready are you to use GSFE in English language teaching?

P1: Of course we have to be ready and should be ready for it.

P2: Of course, I'm ready

P3: I can say that I'm ready enough. It can be 95 from 100.

4. Do you think GSFE features are easily accessible for use in English language teaching by teachers?

P1: I think yes, it depends on themselves. Even it is so challenging for me but I can easily adapt because all of the features in GSFE are easy to use.

P2: Yes, since this school has internet facilities which are easily accessed.

P3: I think yes, it should be kind of the thing that we have to pursue in better condition in comfort zones.

5. What do you consider to be a challenge of using GSFE in English language teaching? why?

P1: I have joined the training and learned it by myself. I think I need a lot of time because I can't use the GSFE features well rather than the others. And sometimes I felt my students were smarter than me in operating. And I still can't make the learning better atmosphere in English language teaching.

P2: For now sometimes I forgot to use the features. And this is so challenging for me to remember the way I used the features. Like the Google form, sometimes I can't make students easy to understand the question because the way I type the question is difficult to understand by the students. And for the Google classroom itself, it is not easy to interact with the students. For example, It is hard to get an answer if I ask something to get their response in Google classroom and make sure they understand the material.

P3: The lack of online learning is about the interaction between teachers and students. But to be honest, I don't have a specific problem in operating GSFE, but I learn to always make my learning activity is fun.

Based on the results of the interview above, the main problem is built interaction between teachers and students especially by Google classroom.

INTERPRETATION

This study was conducted at SMPN 7 Pangkalpinang with 50 population, three teachers of English, one headmaster, and 46 students. The objective of this study aimed to teachers challenges and adaptation toward Edutech 4.0 in teaching English. In this study, these findings are based on the results of questionnaires and interviews related to the objective of the study.

In terms of the teachers' adaptation in teaching English, the writer concluded that during the pandemic of COVID-19, using Edutech is the only way to build learning activity. The activity of learning English in SMPN 7 Pangkalpinang pushes the teachers to maximize their ability in using Edutech. This is a new way where the teachers must adapt to the environment where all of the learning processes all online. Before COVID-19 the teachers can interact with the students directly and use their method with the media. But nowadays, the teacher's effort focuses on the interaction with the students. In SMPN 7 Pangkalpinang, the teachers of English use Google Suites for Education (GSFE). Because it is accessible Edutech for both of the teachers and students. And of course, this is becoming a new way, especially in Education to implement GSFE in learning, which must be learned by the teachers to teach the students.

Based on the findings of the observation, questionnaire, and interview, the teachers of English in SMPN 7 Pangkalpinang did the adaptation such as joining the training about GSFE between all of the Pangkalpinang' teachers of English called MGMP. They usually discuss with each other about how to use the features on GSFE. The teachers of English in SMPN 7 Pangkalpinang have different background, but most of them have 16-20 years of teaching experience. They almost

used all of the features on GSFE but their favorite one is Google form. The teachers of English Said that GSFE is accessible for use, and SMPN 7 Pangkalpinang has high quality and well maintained in GSFE but of course, they still found the difficulties since they have experience 2 years in using GSFE.

In terms of the teachers' challenges toward Edutech 4.0 in teaching English, the writer concluded that it clearly shows the teachers still have challenges in teaching online during the pandemic COVID-19 while using GSFE. Such as, operating the application during the online classroom. Most of the teachers are familiar with the application, but some of the others still have difficulty with it. The teachers said that learning through GSFE such as Google classroom sometimes makes the class does not run smoothly. The teachers can't guide the learning activity directly. The teachers have an important role in the class. So, they are the challenges for the teachers in teaching through the GSFE in an online classroom.

In developing the teaching method for online teaching, the teachers should be more creative in developing their methods in teaching their online classroom. As we know that the normal classroom is very different from the online classroom. The teachers find it difficult to control them well. Teaching using an application for online learning is the best choice due to the pandemic COVID-19. Teachers are hard to interact with the students and make sure that the students are understanding the material given by the teachers or not.

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the previous chapter, the writer drew the conclusion. Using the GSFE in an English teaching online classroom is the best choice due to the pandemic of COVID-19. In terms of the teachers' adaptation in teaching English, the writer concluded that during the pandemic of COVID-19, using Edutech is the best solution to build learning activity. Based on the findings of the observation, questionnaire, and interview, The teachers of English in SMPN 7 Pangkalpinang did the adaptation such as joining the training about GSFE between all of the Pangkalpinang' teachers of English called MGMP. And they usually discuss with each other about how to use the features on GSFE.

In terms of the challenges of using Edutech, the result of this study shows that some teachers are familiar with the GSFE for teaching, but they still find difficulty with it. The teachers said that learning through GSFE such as Google classroom sometimes makes the class does not run smoothly. The teachers cannot guide the learning activity directly. The teachers should change their way of teaching English and provide more interesting learning for the students.

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