

INTRODUCTION

In English teaching, there are four skills that teachers should teach for students to be mastered; those are speaking, listening, reading, and writing. In addition, the four skills are divided into receptive and productive skills. Reading and listening are receptive skills that intend students receive some information from the text, audio, or speech. Speaking and writing are productive skills. It means students are expected to have the abilities to express ideas through spoken and written language. The four English skills need to be supported by other language components, namely grammar, vocabulary, and pronunciation.

One of the significant language components in teaching English is grammar. Grammar is one of the components students learn because it is a foundation for them to sharpen the skills. According to Harmer (2004) grammar is a way of describing words that can be changed in form and can be combined with other words so that they become meaningful sentences in language. It means that grammar is a set of rules in a language that is useful to set up the words systematically. Grammar is a foundation to construct good sentence and reach accuracy in spoken and written English.

In recent time, the world has suffered from the Novel Coronavirus (COVID-19). The students can't study at the class which makes schools now have to find a way for students still getting proper education. For that, it becomes necessary for teacher to teach virtually including in Indonesia. Teaching online is an important part of the here and now of language teaching education (Hockly & Clandfield, 2010). Schools now utilize the education platforms to teach the learners virtually. One of the platforms that are popular is Google Classroom. This learning application

can be used for beginners, teenagers and adults. “Google Classroom enables teachers to create an online classroom are in which they can manage all the documents that their students need.” (Cains, 2020). The statement means that this learning application is a web platform tool that is very appealing and has many functions makes it easy for its users to get various kinds of information needed. Google Classroom can help teachers and students access the materials, assignments and daily examination, and update the information that relevant with the lesson. Google Classroom can support teaching and learning process more interesting, motivating, stimulating, and meaningful to the students. For instance, the teachers provide grammar quizzes though Google Classroom. It helps teachers to create and organize class work easily, provide immediate feedback to students efficiently, and communicate with students without being constrained by space and time.

There are three previous studies that are similar to this research. The first previous study is EFL Students’ Perceptions toward Using Google docs and Google Classroom as Online Collaborative Tools in Learning Grammar, a journal by Khalil, M., Z. (2018). This journal focuses on obtaining students’ responses prior to using Google Applications which is Google Docs and Google Classroom in grammar course and finding the effectiveness of the use of both applications in building a collaborative learning environment. The data of this study was six EFL university students taking a Grammar I course at Palestine Ahliya University in Bethlehem by pre and post-questionnaires and a semi-structured interview. The finding indicates that the Google Application help establish a collaborative learning environment since they support teacher-to-students and student-to-student interactions.

The second previous study is from Deiniatur (2019). The title is The Use of E-Learning through Google Classroom to Improve Students' Articulation Phonetic Ability. This study focuses on determining whether the Google Classroom can improve the students' ability and articulation phonetics or pronunciation at the English Department IAIN Metro. The data of this study were observation, tests, documentation, interviews, and field notes. The result of this research showed that there was improvement to students' ability in articulation phonetics. From the results, it can be concluded that the use of Google Classroom can improve the ability of articulation phonetics at English Department IAIN Metro.

The third previous research is from journal by Sukmawati, S., and Nensia, N. (2019). The title is The Role of Google Classroom in ELT. This study focuses on investigating a role of Google Classroom in English Language Teaching (ELT). This research applied descriptive qualitative in which the subject was a second semester English student at Megaresky University. The data was collected through an interview with 16 respondents. The result of this research is that students who used Google Classroom felt excited using online learning.

There are similarities between those three previous studies to this research, which is using Google Classroom in English language teaching. However, this research focuses on the implementation of teaching grammar online through Google Classroom. The research problem of this research are 1) what is the teaching approach teacher used in teaching grammar? 2) How teacher apply the three dimensions of form, meaning and use in teaching grammar online? 3) What are the

benefits and drawback found in the use of Google Classroom in teaching grammar online?

This research uses the teaching grammar theory proposed by Thornburry (1999). Thornburry (as cited in Fay, A., & Matias, J., 2019) proposed two different ways of teaching a given grammar point in English: the deductive and inductive approaches. Deductive teaching is a traditional approach which refers to the style of teaching English grammar by introducing the grammatical rules first and then continued with examples. This approach is teachers-centered and focuses on rules rather than the use of the language. However, its use appears to rely on the teachers' teaching habits and personal beliefs.

According to Thornburry (1999) cited in Fay, A., & Matias, J (2019), there are three basic principles deductive lessons as follows:

- 1) Teachers give presentation of the rules.
- 2) Teachers give examples by highlighting the grammar structures.
- 3) Students make practice with the rules and produce their own examples at the end of the lesson.

Meanwhile, inductive approach initiates the process from samples to rules. Thornburry (1999) cited in Fay, A., & Matias, J (2019), also classified five the typical inductive approach:

- 1) Teachers provide example sentences.
- 2) Teachers ask students to identify the grammar.
- 3) Students exchange ideas and show their findings to the class.

- 4) Teachers explain the grammar briefly and may ask students to reproduce the language providing some keywords.
- 5) Students do a controlled-practice exercise.

The three dimensions theory by Larsen-Freeman et.al (2016) proposed the three dimensions to reach the goal to help students use the language accurately, meaningfully and appropriately. According to them, if there is a change in one of the dimensions, then a change in another one happens as well.

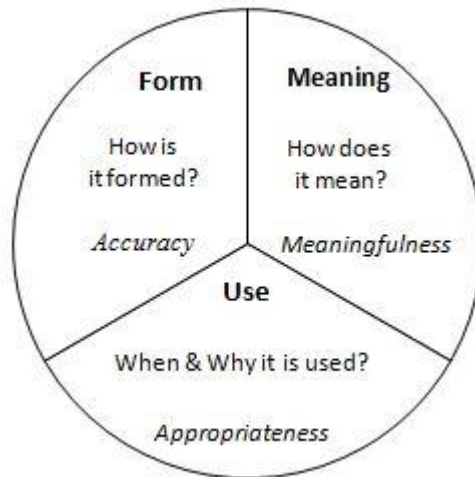


Diagram 1: The Three Dimensions

1) Form

It concerns the sequence and constructions of grammar within a sentence. For instance, the lesson focusing on the simple past with regular verbs, teachers might provide the following information to students (not necessarily, using the same words and terminologies): We create regular verbs in the past by adding –

ed to the base form. For verbs that end in –e (accept), we add –d (accepted). If the verb ends in a consonant + y, we change y to –i and add –ed (try – tried).

2) Meaning

It refers to the denotation of a particular grammar construction. As an example of meaning, the teachers can approach time expressions. They inform when an event occurred in the past and might mean a different time. In the sentence “I baked a cake last Sunday.” the time expression last Sunday means the previous day.

3) Use

It is an important aspect of language that students need to understand. Use approaches the way such a construction works in a certain context. When the speaker wants to emphasize something that occurred in the past, it is possible to use did + the base form of the verb: “I did keep your secret, I swear!” In this example, the person wants to make sure that the action happened, even though someone says the contrary.

In addition, this researcher uses the benefits and drawbacks of E-Learning proposed by Hockly and Clandfiel (2010). Hockly & Lindsay (2010) states the modern world of language teaching is web of interconnected needs and knowledge, where private and public, providers and pedagogues, teachers and learners all need to evolve and evaluate their options and obligations, their immediate possibilities and their long-term potential all can take place online. They mention two important aspects of offering on careful and thorough course planning and design is, therefore,

one important aspect of offering online learning. Another is ensuring that teachers have the requisite technical and online tutor skills to deliver the course effectively and to support the learners online. According to Hockly & Lindsay (2010), there are some of the advantages and disadvantages of online learning.

a. Benefits:

1. It is flexible. User can log in without being constrained by space and time.
2. Students have access every time.
3. Students can submit work assignments easily.
4. The platforms connect to multimedia.
5. It can be cheaper for the learners.

Drawbacks:

1. Flexibility means learners need to be disciplined and self-motivated.
2. Students may expect instant responses feedback.
3. It may be difficult to meet in real-time across time zones.
4. Bad connections can mean that not all media can be viewed easily.
5. It can be more time-consuming for teachers.

RESEARCH METHOD

This study applies descriptive qualitative method which emphasizes the importance of analysis with empirical observation consisting of descriptive and analytical passages. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences (Bhandari, 2020). The data in this study are the teaching grammar online