

**THE USE OF KAIZALA AS ENGLISH TEACHING LEARNING TOOL
DURING COVID-19 PANDEMIC ERA AT SMA NEGERI 1 GEMOLONG**



**Submitted as partial fulfillment of the requirement for the degree of Bachelor in
English Education at the Department of English Education**

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APPROVAL

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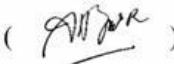

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Abstrak

Latar Belakang pada penelitian ini berangkat dari kekhawatiran pandemi Covid-19 yang mengakibatkan seluruh kegiatan belajar mengajar harus dilaksanakan secara daring. Untuk memutuskan penyebaran virus Covid-19 maka SMA Negeri 1 Gemolong mengikuti kebijakan dari pemerintah untuk melaksanakan proses pembelajaran secara daring. Oleh karena itu dengan menggunakan alat pembelajaran selama proses pembelajaran daring dapat menjadi pilihan alternatif terbaik agar proses belajar mengajar dapat tetap terjadi seoptimal mungkin. Salah satunya adalah Kaizala. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini bertujuan untuk menjelaskan tentang penggunaan aplikasi Kaizala sebagai alat pembelajaran selama pandemi Covid-19 di SMA Negeri 1 Gemolong. Adapun penelitian ini menggunakan instrumen diantaranya adalah wawancara, kuisisioner online, dan observasi. Hasil penelitian ini adalah keunggulan Kaizala adalah fleksibel, memiliki fitur untuk memudahkan kegiatan belajar mengajar, dan mudah digunakan. Sedangkan kelemahannya adalah sinyal dan komunikasi lisan yang berkurang. Kendala yang ditemukan dari penggunaan Kaizala adalah masalah teknis dan motivasi/minat. Ada tahapan menggunakan Kaizala yaitu membuat grup, membuat aturan, menyiapkan kelas, dan menetapkan tugas.

Kata Kunci: Covid-19, pembelajaran daring, belajar bahasa Inggris pembelajaran, kaizala.

Abstract

The background in this research departs from concerns of Covid-19 pandemic which has made all teaching and learning activities having to be carried out online. Hence in order to decide the spread of the Covid-19 virus, SMA Negeri 1 Gemolong follows the policy of the government to carry out the online learning process. Therefore, using learning tool during the online learning process could be the best alternative choice in order that the teaching and learning process could continue as optimally as possible. One of them is Kaizala. This study aims to elaborate the use of the Kaizala application as a learning tool during the Covid-19 pandemic at SMA Negeri 1 Gemolong. This research is a qualitative descriptive. The instruments are interviews, online questionnaires, and observations. The results are the strengths of Kaizala are flexible, has a feature to facilitate teaching and learning activities, and easy to use. Meanwhile the weaknesses are signal and decrease oral communication. The problem found from using Kaizala is technical and motivation/interest problems. The stages of using Kaizala are create a group, set the

rules, set up class use, and assign tasks.

Keywords: Covid-19, online learning, English learning, learning, Kaizala

1. INTRODUCTION

In the era of globalization, English is an important language to learn. This is because English is an international language that is used in every country. English is a foreign language that can be learned in school and can be used for communication. Because of that, the school has an important role in building the use of English. However, since the Covid-19 pandemic caused all activities to be carried out at home, including the learning process. It makes students have to study from a distance. The corona virus or COVID-19 (Corona Virus Disease 2019) was first discovered in China on December 8, 2019. This virus continued to spread all over the world, including Indonesia. COVID-19 cases have penetrated in all aspects of life and one of them is in the education sector. The learning that was originally with the face-to-face method was changed to online and carried out from home to prevent and reduce the COVID-19.

In an effort to reduce the rate of the corona virus outbreak in Indonesia, On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia published Circular Letter Number 4 of 2020 regarding Implementation of Education Policies in an Emergency for the spread out of COVID. this Circular explains that the learning activities are carried out at home / distance learning online. This policy applies to all levels of education, from PAUD to University. This is an initiative step from the government because learning is via distance, but it can be implemented with social media, technology media, and applications. This type of learning, according to Prof. Adiwijaya, is known as online learning (Elsevier Asia Pacific, 2020).

There are several applications used to facilitate the learning process during online classes. In SMA Negeri 1 Gemolong, Kaizala application applies as a learning tool in teaching English. Kaizala is a messaging application developed by Microsoft. Wahjudi Purnama, Modern Workplace Business Group Lead for Microsoft Indonesia, explained that the Kaizala application allows users to communicate, collaborate, and

complete work smoothly and unite large groups of people inside and outside the organization. Kaizala is often used for business groups. But in this school, Kaizala is used as a teaching tool. This school was chosen because it is the first time for the school applied in Kaizala in teaching- learning. Based on the explanation above, the objective of study is to find out the use, the weakness, the strength, the problems encountered during using Kaizala as an English teaching-learning tool during COVID-19 at SMA Negeri 1 Gemolong.

In this study, researcher used some information from previous studies that examined the use of applications for teaching and learning English. The following are references from the most recent researches.

The first study was conducted by Novita & Hutasuhut (2020) with the title "Plus Minus Penggunaan Aplikasi-Aplikasi Pembelajaran Daring Selama Pandemi Covid-19". This study discusses the plus and minus of using applications that are used when online learning takes place during the COVID-19 pandemic. This research is quantitative research. This study uses data through Google Form. Although it has benefits such as being easy to access. But, it also has drawbacks, such as being difficult to connect to the internet network. It is difficult for students to actually stay in an online class. They find it difficult to understand the subject matter. The relatively expensive internet is an obstacle to getting into online classes and the lack of security in the application so that it is easy for someone to hack important data.

The second previous study was conducted by Dewi (2019) entitled "Utilizing WhatsApp Application for Teaching Integrated English (A Case Study at University Of Technology Yogyakarta)". This study aims to describe learning activities using WhatsApp application in integrated English class. This research uses two qualitative and quantitative methods. The Instruments that are used to collect data are observations, questionnaires, and unstructured interviews. The results of this study indicate that the WhatsApp application can be used as a useful tool to help students in

the Integrated English class and there are positive responses from students during the application of WhatsApp in their learning process.

The third study comes from Rahmawati (2016) and her title is “E-Learning Implementation : Its Opportunities and Drawbacks Perceived by EFL Student”. The data instrument uses in-depth interviews and questions. Both of them use Indonesian to make the participants feel comfortable. This research was qualitative research. In general, students feel that e-learning offers flexibility, provides up-to-date information, rich and unlimited resources, encourages reading, and helps less-active students become more active, and is fast and simple. However, the use of e-learning also includes reduced social interaction and oral communication, is expensive, lack of technology skills, lack of digital resources, slow internet access or connection, lack of real or direct teacher feedback, and increased likelihood of plagiarism and cheating.

The next previous study entitled "Problematika Penggunaan Google Classroom sebagai Sarana Pembelajaran Akibat Pandemi Covid-19 terhadap Motivasi Belajar IPA Di SMP Negeri 4 Salatiga Tahun Pelajaran 2019/2020" conducted by Maulana (2019) This study aims to find out the problems of using google classroom and efforts to deal with the problems. This study uses a qualitative method. the results of the study found two problems in the use of Google Classroom. They are internal and external problems. In internal problems consists of online-based problems and motivation. Meanwhile, external problems consist of problems in the family environment and the school environment. The efforts made to overcome this are providing assistance in the form of providing internet data, providing motivation in the form of videos that can be directly accessed by students through forums on Google Classroom, learning in the form of videos and monitoring each student's progress in understanding learning through Google Classroom and for students' efforts to seek material that has not been understood through other sources.

The last one was conducted by Yani (2016), with her title “Developing Students

Critical Thinking through Assessing Evidence by Utilizing Microsoft Kaizala”. Students at school are familiar with technology and they own the device. Supported by the use of technology (Kaizala) the students compare information and determine whether they are fit for use. They must distinguish credible, reliable, valid information from false or true information. Microsoft Kaizala provides several features that can be used to help activities to improve students' critical thinking. After practicing, students become more critical and responsible in providing information. They try to relate everything they learn to themselves.

2. METHOD

This research is a descriptive research with a qualitative approach. Kirk and Miller (in Moloeng) define qualitative research as a way to make direct observations of individuals and relate to these people to obtain the data they have dug up (Moeloeng, 2002). In accordance with the problems that are the focus of this research, namely a descriptive description of the use of the Kaizala application as a learning tool during the COVID-19 pandemic. The data used by the researcher came from collecting the result of questionnaire, interview, and observation. The source data of the research was taken from informants. The informants are the teacher of English and all tenth grade students majoring in science. The data was obtained through interviews, then filling out the questionnaire through the provided Google Form, and observations in the class chat group.

3. FINDING AND DISCUSSION

3.1. FINDING

3.1.1 The use of kaizala

The following is how to use Kaizala in English class.

- a. The teacher was given the opportunity to create class groups from the school. The English teacher taught in tenth grade. There are nine classes in the tenth grade. Then a

class group was made based on three majors, namely IPA, IPS, and Bahasa. For IPA group consists of five class. Meanwhile, IPS group consists of three class. And Bahasa group consists of one class.

- b. After forming a group, the teacher distributed announcements from the school which were then distributed in each class. The teacher starts the class by greeting first and giving motivation to students so that the class atmosphere is more interesting. Then class attendance uses the attendance feature.
- c. After being given time, the teacher will share the material and assignments and explain them through voice notes or messages. The students must be active when opening Kaizala application and understand the instructions from the teacher. After explaining, the teacher provides a question and answer session to see that students understand this material. The interaction process occurs when students are active in class when asking or answering questions from the teacher.

From participant 1 who was called Mrs. A explained about the use of Kaizala in class. The following is a conversation between the teacher (TT) and the researcher (TR) in the interview section :

TR : “Bagaimana langkah-langkah atau procedure penggunaan kaizala dalam pembelajaran bahasa inggris?”

TT : “Dari sekolah diberi kesempatan untuk membuat group kelas bahasa inggris. Saya mengampu kelas 10. Ada 9 kelas yang saya pegang, 5 kelas untuk IPA, 3 kelas untuk IPS, dan 1 kelas untuk Bahasa. Jadi kelas kaizala saya ada 3 yaitu kelas IPA dijadikan satu group, kelas IPS dijadikan satu group, dan kelas Bahasa. Untuk siswa kelas IPA memang lebih banyak karena muridnya lebih banyak.”

Setelah dibentuk grup, hal-hal yang perlu disampaikan dibagikan dikelas masing masing. Jadi siswa harus aktif membuka aplikasi kaizala dan memahami intruksi dari guru. sama halnya seperti kelas offline, kelas dimulai dengan mengucapkan salam terlebih dulu. Kemudian, materi atau tugas dibagikan ke siswa.

TR : “Bagaimana cara ibu untuk menyampaikan materi bahasa inggris kepada siswa yang belum memahami materi yang telah disampaikan melalui Kaizala?”

TT : “Pertama memberi salam. Kemudian mencoba menarik minat siswa dengan member motivasi untuk membangun suasana.Selanjutnya membagikan materi berupa dokumen sambil menerangkan melalui fitur suara. Jadi, materi bisa diputar ulang bagi siswa yang belum paham. Jika masih belum jelas siswa bisa langsung bertanya di group kelas. Jika siswa malu bisa mengirim pesan secara pribadi kepada saya. Jadi, saya member kesempatan terbuka bagi siswa yang belum paham. Tapi untuk chat pribadi saya tidak bisa fast respon karena saya mengampu 9 kelas.”

The class started by dividing the group to make it easier to organize the class. Before entering the material, the class began with some opening session such as greeting and motivation. Then the teacher distributed and explained the material to the class through the Kaizala feature. The next activity would be a question and answer session to see students' understanding of the material. To close the class, the teacher gave assignments to students

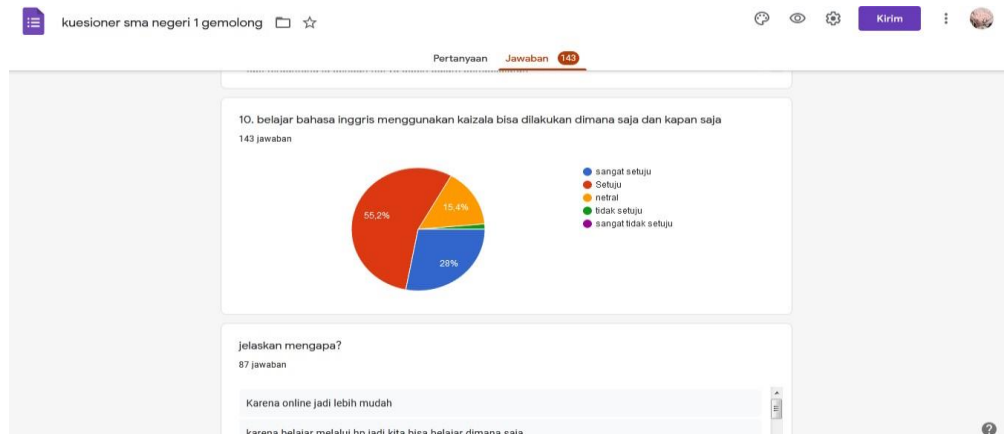
3. 1. 2The strength and the weakness kaizala as a learning

From the research that has been done, it has been found some weaknesses and strengths of using kaizala in English classes.

a) The strength

1. Flexible

From the results of the questionnaire 55.2% of students agreed that Kaizala could be used anytime and anywhere. Kaizala can be opened via cell phone or via the web. Besides that, as long as there is an internet and quota, learning English can be done anytime and anywhere.



Picture 1. Questionnaire results

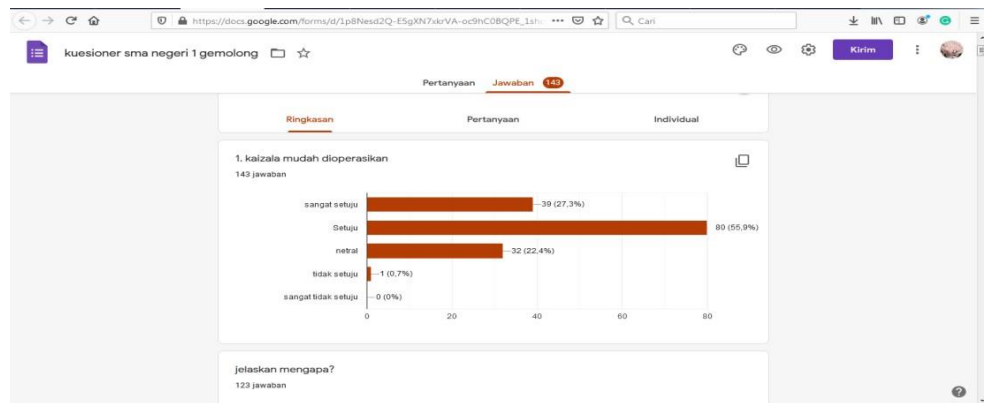
From the results of interviews with the first students, it found that the material in Kaizala can be accessed anytime and anywhere

P2 : “Kekurangannya belum ada, untuk saya pribadi lebih ke diri sendiri. Untuk kelebihanannya banyak sekali seperti materi yang bisa diakses kapan saja dan dimanajaja. Lebih tepat waktu dalam mengumpulkan tugas karena ada fitur survey, kuis, maupun penilaian harian. Absen bisa dikasih foto dan lokasi jadi gurunya bisa mengetahui muridnya ada dimana.”

Similar to the results of the questionnaire, in interviews with students, it was shown that the material in Kaizala could be accessed in a more flexible way

2. Kaizala is easy to use

Kaizala is easy to use for both teachers and students. Both of them don't have any trouble in adapting to this application. They know how to download the material and send assignment. There is no difficulty in operating Kaizala. 0.7% of students answered disagree and 55.9% of students answered agree that Kaizala is easy to operate.



Picture 2. Questionnaire results

From the results of interviews with teachers, it was found that both old teachers did not have difficulty when using Kaizala

TT : Tidak ada kendala dalam menggunakan kaizala karena kaizala mudah digunakan. bahkan untuk guru yang lebih tua tidak mengalami kesulitan. Dan sebelum Kaizala diterapkan di sekolah, para guru sudah diberi pelatihan tentang kaizala misalnya bagaimana cara absensi, cara membagikan tugas, dll. From interviews conducted with teachers, it was shown that

Kaizala was easy to use. Even for older teachers, they had no difficulty in operating Kaizala.

3. It has a feature to facilitate teaching and learning activities

Kaizala provides more complete features to help learning. such as attendance features to attend students and record their location and time. There is a training feature to make multiple choice questions that students can do directly, while the results can be seen immediately. this was confirmed from interviews with the first student..

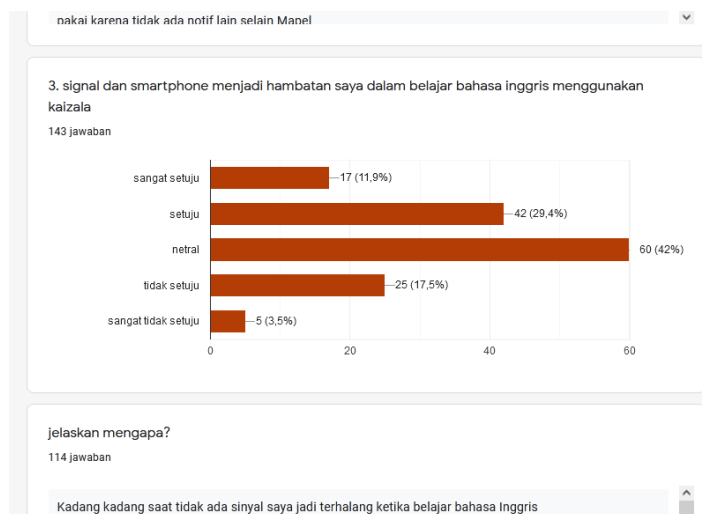
P1 : “Menurut saya sendiri belajar bahasa Inggris menggunakan kaizala sangat efektif karena didukung dengan adanya fitur-fitur yang mendukung dari aplikasi tersebut. Jadi lebih

membantu memahami materi bahasa Inggris.”

b) The weakness

1. Depended on Signal

Signal is the main obstacle in using Kaizala. As many as 29.4% of students agree that signals and smartphones are obstacles for me in learning English using Kaizala and 17.5% answered disagree.



Picture 3. Questionnaire results

And after conducting interviews with students about the strengths and weaknesses of Kaizala, the second student answered that his weakness was in an unstable signal
P1 : “Kalau menurut saya sendiri kelebihan yang saya rasakan menggunakan kaizala selama kelas online, untuk presensinya lebih akurat. Selain itu, guru dapat memberikan survei tentang pemahaman materi yang telah disampaikan tadi. kaizala juga dapat mengirim file atau video yang berukuran lebih besar. kekurangannya hanya pada jaringan yang harus stabil.”

Kaizala had several strengths. However, Kaizala had a lack of network signal. And it could be seen from the results of interviews with the first student who agreed that the weakness of Kaizala was an unstable signal.

2. Decrease oral communication

Kaizala is not supported to do videos online with a large number of members. The lack of oral communication makes it difficult for the students to understand the material. From the interview with the second student, it shows that the student needs additional applications that can be used for oral conversation to practice their English skills.

P2 : “Saya tidak keberatan tapi saya menyarankan diimbangi dengan aplikasi zoom atau Google Meet. Karena bahasa Inggris tidak sekedar teori dan materi tapi juga tentang penerapan agar kita bisa belajar bicara bahasa Inggris dan paham maksudnya.”

And from reviews on online questionnaires students answered the question whether Kaizala made them active.

"Karena kita belajar melalui online, dan tidak dipantau oleh guru. Dan guru mengajar lewat online juga. Dan tidak bisa dipantau oleh murid. Dengan tidak saling melihat/bertemu itulah yang membuat kami jadi sulit berinteraksi dan aktif"

"Lebih menyenangkan apabila bertatap muka, karena banyak interaksi yang terjadi dan mudah mempelajarinya apabila dari gurunya langsung (tidak hanya dari pdf)."

Although the teaching and learning process had been assisted by Kaizala, due to the distance learning factor, it was difficult for teachers to monitor the real condition of students. It created a lack of direct communication between students and teacher. The material that was not explained directly by the teacher, made it difficult for students to understand the material.

3.1.3 The problem when using Kaizala as a learning tool

As well as the use of other learning applications that have obstacles in reality. In the use of Kaizala also encountered obstacles and problems were found. There are

several problems that occur to students, namely:

a) Technical problem

After conducting interviews with the teacher, the problem that occur to students are gadget that still have to take turns with their family. The following are the results of interviews with the teacher

TT : “Dari yang saya lihat dan wawancara dengan siswa, masalah yang sering terjadi adalah gangguan pada jaringan dan handphone yang masih bergantian sama adiknya. Handphone yang masih bergantian dengan keluarganya bisa jadi masalah bagi siswa yang rajin. Bagi siswa yang kurang rajin kendala itu bisa dijadikan alasan untuk tidak aktif di kelas maupun dalam mengumpulkan tugas. Namun karena kondisi yang berjauhan guru tidak bisa mengontrol kondisi siswa sepenuhnya. Jadi, tidak hanya siswa yang harus aktif tapi guru juga harus aktif agar bisa mengontrol siswa dengan baik.”

Kaizala relies on signals. and not all areas where students live have a stable signal. Especially, if the weather conditions are bad. The following are the results of an online questionnaire review with students “Sinyal di daerah saya lumayan lemot, jadi kadang terlambat survey.”

“Kawasan rumah saya terkadang susah sinyal jadi sangat sulit untuk mengikuti pembelajaran di Kaizala.”

“Apalagi kalau mati lampu, benar-benar tidak ada sinyal.”

“Daerah saya jika sudah susah sinyal, akan susah sekali, sehingga Kaizala lambat untuk merespon.”

“Karena saya hidup di desa dan sinyalnya sangat tidak menentu, kalau pas tidak ada sinyal, itu sangat mengganggu kelancaran pembelajaran saya.”

“Kondisi cuaca mempengaruhi sinyal, terkadang sinyal buruk sehingga susah mengakses Kaizala.”

Students had signal problem for several reasons. One of the reasons was some areas where students lived had difficulties getting stable network. Especially, if the weather was bad or there was a power outage. It was the main problem felt by the students, because they had difficulty following the class if the signal was not good.

b) Motivation Problems

From the data, the problem was from the students itself. They have problems with enthusiasm for learning and they like to procrastinate. They are not eager to learn if the material is difficult to understand.

P2 : “Belum menemukan masalah dari aplikasi ini. Mungkin kalau masalah ada pada diri sendiri. Dari saya pribadi suka menunda-nunda. Dari kita juga mengimbangi dari respon guru dan materi. Semangat belajarnya kadang tidak stabil. Jika guru susah dicari atau materi yang diberikan susah dipahami semangat belajar jadi turun.”

The students find difficult to concentrate because they can open other applications. The following is a review of online questionnaire from students regarding their own problems.

“Karena malah kadang bisa ditinggal, jadinya menunda-nunda sering terjadi.”

“Karena terkadang banyak godaan untuk membuka aplikasi sosial media lainnya jadi sedikit tidak konsentrasi.”

3. 2 Discussion

Based on the findings above, it can be seen that researchers have conducted research to collect data to answer research questions. The research was interviewing an English teacher and 2 students. Meanwhile, the online questionnaire was given to all students of tenth grade majoring in IPA, and the observations were carried out in online classes. Based on interview, online questionnaire, and observations, the researchers tried to compare each data to get valid data and the researcher could give an opinion.

3. 2. 1 The Kaizala in teaching learning

From the data that has been obtained about the use of Kaizala, it was found that there were similar steps to the previous researcher. Septi Riana Dewi in her research

mentioned four steps for using WhatsApp in teaching English. It is adapted from Spreffoff (2016), (1) Create a WhatsApp group, (2) set rules, (3) Prepare for class use, (4) Assign tasks.

There are similarities when the data is entered into the previous research steps. Step 1, Create a group. The teacher divides the group into three class groups to make it easier to control students. Step 2, Set the rules. At this stage, the rules have been determined by the school. The teacher gives an announcement from the school to the class group. Step 3, Set up for class. As in offline classes, the teacher gives greetings and motivation before starting the class. Then check the attendance list of students to start class. Step 4, Assign tasks. After the material is given and explained in classes. The teacher will open a question and answer session to find out students' understanding. It can be concluded that the use of Kaizala in the classroom is adjusted to the conditions of the online class and has been implemented properly. Kaizala is not only used to exchange messages or collect assignments. But, all learning activities are carried out in the Kaizala online class. starting from forming groups, making rules, starting classes. As well as providing materials and assignments.

3. 2. 2 The strength and the weakness as a learning tool

The results of the data obtained from interviews and questionnaires, the use of the Kaizala application is not much different from applications used for other online learning. There are three advantages to using Kaizala, namely, (1) it is flexible, (2) it has features that support learning, and (3) it is easy to use. It was found similarities with the previous study that written by Fitria Rahmawati (2019) who found seven opportunities of online learning, namely

(1) offered flexibility (2) provided updated information (3) provided rich, (4) unlimited resources (5) encouraged students to read (6) helped less active students become more active (7) was fast and simpler.

There are 2 similarities that have been found. The first is flexibility. Kaizala can be found through the application or web. Kaizala needs a gadget, signal, and internet quota to use in online class. It means if the required media is available. Kaizala can

open anytime and anyplace. Second is easy to use. Both teachers and students agree that Kaizala is not difficult to operate. This is evident from both of them being able to adapt to Kaizala easily. Even for old teachers and technology stutterers, there is no difficulty in operating Kaizala.

As with any other learning application, there are drawbacks to consider. The results of the data obtained from participants, found that there were similarities with the previous study that written by Rahmawati (2016). She found that there are 8 the drawbacks of e-learning, (1) decreasing social interaction and oral communication, (2) costly, (3) lack of technological skills, (4) lack of digital resources, (5) slow internet access or connection, (6) lack of actual or direct teachers' feedback, (7) and increase possibility of plagiarism.

The first similarity is decrease oral communication. From the results of interview and online questionnaire, the participants complained that Kaizala should be balanced with other applications that can meet face to face. Because they want to increase their English speaking skills too. Kaizala decreased students' opportunities to communicate orally was considered unfortunate by the participants as it minimized their chance to learn how to communicate. Kaizala has various features that support online teaching-learning activities. However, Kaizala does not support remote face-to-face meetings with a large number of participants.

Second, Kaizala depends on the internet connection. The internet connection is one of the important elements in using Kaizala. From the results of the questionnaire online, students agree that unstable signals can make it difficult for them to keep up with class. In the reviews of online questionnaires, students who have difficulty getting an internet network. They will have difficulty following the process of teaching online teaching. It can be concluded that the point of Kaizala's strength is on the features. Kaizala can accommodate a large number of members. Kaizala has game features that can be used for brainforming. Next up is the attendance feature. In this feature we can share our location. Meanwhile, Kaizala cannot do face-to-face online. This makes students feel unable to develop their English speaking skills. Over more,

Kaizala is quite helpful in the process of learning activities. This can be seen from the number of the strength of Kaizala which are more than the weakness.

3. 2. 3 The problems in using Kaizala as learning tool

The problems of learning using Kaizala are technical problem and motivation/interest problems. The first is technical problem. There are two factors that can influence it. From the results of interviews with teachers, the reason why students are less responsive in taking lessons in class is the problem with the device that has to take turns with their families. Furthermore, Kaizala depends on the signal and internet quota. From the questionnaire review, students complained that their area was difficult to get a stable signal. In addition, bad weather conditions affect signals.

The second is motivation and interest problems. Students become less focused and less motivated. When opening the Kaizala application, The students has difficulty focusing on class because they can open other applications. Although Kaizala is equipped with interesting features to help the teaching and learning process. But from the results of student reviews, they will still be more eager to learn if they meet face to face. According to the students, the face-to-face explanation of the material is easier to understand. It increases their enthusiasm for learning. Furthermore, there are also admission regulators and safety issues in the use of Kaizala. The serious Kaizala Administration gateway guarantees that you have full oversight over your activities and information. Your administrators might control bunch enrolments, eliminate clients from bunches in a moment, and even distantly wipe information from outside gadgets (Carter, 2019).

According to the research written by Maulana (2019) entitled "Problematika Penggunaan *Google Classroom* Sebagai Sarana Pembelajaran Akibat Pandemi *Covid-19* Terhadap Motivasi Belajar IPA Di S Negeri 4 Salatiga". He found the problems of using Google classroom as a learning tool due to the covid-19 pandemic. They are internal problems and external problems. In one of the internal problems there is a motivation problem. Based on the results of his research, the students who are less motivated and interested in participating in

learning using Google classroom, usually do not understand the content of the material presented by the teacher. In addition, the lack of explanation of the material presented by the teacher affects student motivation. During online learning, the teacher cannot directly supervise the student's activities. It could be that when the teacher explains the material or another friend focuses on online class, the other student is doing other activities and not paying attention to the learning. It can be concluded that the problem in using Kaizala during learning can be from the individual factor or external factors.

4. CONCLUSION

After the finding and discussion, the conclusion of the Kaizala can be drawn:

1. There are four stages in using Kaizala
 - a) Step 1, Create a group. The teacher makes an English class group.
 - b) Step 2, set the rules. The teacher distributed announcements from the school which were then distributed in each class.
 - c) Step 3, Set up for class use. Then the teacher greets, motivates and attends students.
 - d) Step 4, Assign tasks. After explaining the material, the teacher provides a question and answer session to see that students understand the material.
2. The strengths of Kaizala are that it is flexible, has a feature to facilitate teaching and learning activities, and is easy to use. while the weaknesses are depended on signal and decrease oral communication.
3. The problem found from using Kaizala is technical and motivation/interest problems.

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