THE IMPLEMENTATION OF GOOGLE CLASSROOM TO TEACH PRODUCTIVE SKILLS IN NEW NORMAL ERA Natasya Putri Rahmania 1, Sulistyani2, Yunik Susanti3 Nusantara PGRI Kediri University, Indonesia 1 natazya.hwang@gmail.com Abstract Because of COVID 19 pandemic and the advancement of utilization in cell phone makes individuals use it during the time spent teaching and learning exercises.

One of educational technology that can be used is Google Classroom. This exploration points to find the ways teachers utilize Google Classroom application as the media for teaching writing and speaking. The technique utilized in this research was review study.

It centers around description and understanding of the implementation of Google Classroom for teaching writing and speaking. The procedures taken are formulating research questions, searching literature, screening for inclusion, assessing the quality of primary studies, extracting data, and analyzing data. In light of the examination, Google Classroom enhances writing and speaking abilities in the type of tasks.

Keywords: Writing, Speaking, Google Classroom, Teaching implementation INTRODUCTION In early 2020, the world was hit by the COVID 19 pandemic. Most of the countries in this world are affected by this pandemic. Indonesia became one of the countries which is affected by the pandemic. This pandemic caused all of the aspects to be disturbed. One of the aspects that can be disturbed because of COVID 19 pandemic is education.

Therefore, the learning process between teacher and student in terms of education got many obstacles. For teacher, the obstacles that happen is access of learning, it is not easy to do during a pandemic. While for student, the obstacles that happen is they can't

learning with easily and comfortable.

In consequence, the teacher must find a good way to still give easy access of learning for students especially in teaching English. Writing is one of English skills that is important to be mastered. Students try to have output from their input (Harmer, 2001 : 250). The students try to create writing after they get input in the form of reading. They can create good writing if they get good input.

Hence, input is important as the foundation of writing in addition to writing skill. It means that, with writing the writer can create good writing to communicate the ideas, messages and information written. Speaking is one way to communicate ideas and message orally (Nunan, 1991). It enables the students to deliver their goal of communication with effectively and efficienly.

People need to apply the language in real life of communication. According to (Strohner, 2008), speaking is speech or utterances to have the intention to be recognized by the speaker, and the receiver processes the statements to identify their purposes (Iman, 2017).

Brown & Yule (1983) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. It means that, with speaking the speaker can communicate the ideas, messages and information orally, so the goal of communication can be reached.

Educational technologies are often incorporated in a classroom setting to allow learning to be personalized and independent for the students (Graham, 2006). It means that, educational technologies can make the students be personalized and independent when they do the process of English learning. Because of pandemic, now teacher can use a number of educational technologies, along with the traditional classroom setup, to enhance the learning environment for the students. In 2014, Google Apps for Education (GAFE) launched Google Classroom.

The application is free to use for teachers and students which makes it an ideal fit for developing countries, where the budgets are limited. It can act as a learning management system in schools, colleges, and higher education institutes. Teachers can implement to utilize classroom time using Google Classroom. Google Classroom is an online learning platform developed by Google which enables both the teachers and learners to engage in learning as an innovative way.

So in the New Normal Era, with Google Classroom, it can help the teacher in English learningwhile for students it can help them to get the easy learning process. The last, the writer want to search the relation of the implementation of Google Classroom to Teach English. Beside on the description above, this research will attempt to answer the following questions: How does the teachers' used the Google Classroom in teaching writing and speakin? REVIEWING LITERATURE Teaching Writing Writing includes seven qualities of composed language as expressed by Brown (2007: 397-398).

The first is perpetual quality. The last form of composition can even now be explained. The second is creation time. Writing occurs through procedure until definite form. The third is distance. Writing must think about inaccessible readers for having understanding. The fourth is orthography. Writing includes easy to complex thoughts. The fifth is multifaceted nature.

Writing includes abilities in diminishing repetition, consolidating sentences, making deductions, what is more, making lexical sorts. The 6th is jargon. Writing includes jargon use. The seventh is convention. Writing includes formal sort of writing. There are five kinds of study hall writing execution as expressed by Brown (2007: 399-400). The first is recording. The students record the letters, words, and sentences.

The second is intensive. The students have practices as serious composition. The third is self-writing. The students have note-taking before writing. The fourth is display writing. The students learn writing from some sources. The fifth is genuine composition. The students write in the classroom. In structuring writing instruction, there are five parts as expressed by Tiedt (1989: 8-14). The first is explaining aims for guidance.

Writing is begun by setting up the objectives of learning. The second is giving a prewriting boost. Prior to writing, encouragement to initiate conceptualizing is required. The third is connecting with students in a writing movement. Students can write in various structures, for example, story, letter, diary, show, verse, report. The fourth is anticipating post writing development.

Writing incorporates sharing, altering, and distributing. The fifth is assessing the lesson. Toward the finish of writing, the teacher assesses students' writing whether it accomplishes the objective or the other way around. Teaching writing has six standards as indicated by Brown (2007: 402-404). The first is joining practices of "good" writers. The second is adjusting process and product.

Writing needs process through creation of drafts before it turns into an item in the structure of writing. The third is having representation of social/literary foundations.

Because the students write in their subsequent language, the instructor should show the strategies to write in English well.

The fourth is associating reading and writing. The students need to read before writing. The fifth is giving a lot of authentic writing. It implies that the students' composition should be made real. The sixth is confining your methods including prewriting, drafting, and revising stages. This encompasses the procedures for prewriting and revising. Prewriting is conducted through conceptualizing, reading, bunching, and examining.

Revising is conducted through reviewing and altering for syntactic blunders. Teaching Speaking Brown (2007: 322 – 325) proposes eight points of view in spoken correspondence. The first is conversational talk. Speaking is related with pragmatics. The second is pronunciation instruction. Speaking is connected with phonology. The third is precision and familiarity. Speaking needs to concentrate on implying what is conveyed. The fourth is feeling factors. Speaking is connected with feeling.

The fifth is the communication impact. Speaking is related with sounds, words, expressions, and talk. The sixth is inquiries concerning intelligibility. Speaking identifies with rightness of accent. The seventh is the development of corpora. Speaking can be learned through course book. The eight is kinds of oral language. Speaking includes different sorts of interaction. Brown (2007: 327-330) states that there are six sorts of speaking performance.

The first is imitative. Students imitate speaking in human recording device. The second is intensive. Speaking identifies with phonological and linguistic viewpoints. The third is responsive. Speaking is demonstrated by giving reaction. The fourth is transactional. Speaking does particular data. The fifth is relational (discourse). Speaking constructs conversation with other speaker. The sixth is extensive (monolog). Speaking is performed by presenting oral reports.

Brown (2007: 331 – 332) suggests seven standards in teaching speaking. The first is concentrated on both fluency and exactness. The second is giving naturally persuading procedures. The third is empowering the utilization of real language in meaningful settings. The fourth is giving suitable criticism and rectification. The fifth is capitalizing by the regular connection between speaking and listening.

The sixth is give students chances to start oral correspondence. The seventh is empowering the improvement of speaking strategies. In teaching speaking, teachers can place into five exercises (Celce-Murcia: 2001). The first is discussion. The students obtain materials to be talked about. The second is speech. The students deliver speech. The

speech is suggested to be recorded so as to have assessment.

The third is role play which is conducted after setting up the draft. The fourth is conversation. The students have conversation with their friends. The fifth is audiotaped oral discourse diaries. The students have frequent speaking that is audiotaped. Google Classroom Application Google Classroom is utilized as media for teaching-learning exercises.

Iftakhar (2016: 12) expresses that "Classroom assists educators with sparing time, keep classes sorted out, and improve communication with students. It is accessible to anybody with Google Applications for Training, a free set-up of profitability instruments including Gmail, Drive and Docs." The educator furthermore, students can have both written and spoken communication by utilizing Google Classroom.

It is likewise expressed by Al-Maroof and Al-Emran (2018: 112-113) that "It takes into thought the accomplishment of particular capacities, for example, disentangling the students-teacher communication, and the simplicity of appropriating and grading tasks. It gives the students with a chance to present their work to be scored by their instructors on the web inside the cutoff times."

The students can submit tasks and obtain the grade. There are advantages of utilizing Google Classroom application. The first is anything but difficult to utilize. Iftakhar (2016: 12) expresses that "Google Classroom is intended to assist instructors with dealing with the creation and assortment of understudy tasks in a paperless domain". Google Classroom is utilized as media for conveying tasks.

The students can present their task through Google Classroom application by transferring the document. Shaharanee, Jamil, and Rodzi (2016: 5) likewise express that "Google Classroom is valuable in aiding in the teaching and learning process, as its convenience they will expect to utilize it when needs emerge." The second is the records are sorted out well.

Al-Maroof and Al-Emran (2018: 112- 113) likewise express that "students can keep their records more organized and need less put away paperless in a solitary program." All submitted records are on the web and sorted out in Google Classroom. The third is sparing time (Iftakhar, 2016: 13). The way toward administrating the documents is on the web. There is likewise evaluating framework in the application.

The instructors can give input on the students' work. The fourth is adaptable (Iftakhar, 2016: 13). It very well may be utilized in both face-to-face class and or online class. The

fifth is versatile cordial (Iftakhar, 2016: 13). Google Classroom can be utilized anyplace since it is utilized in cell phone. Google Classroom application can build students' self-improvement.

It is as expressed by Al-Maroof and Al-Emran (2018: 114) that Google Classroom can make the students have self-coordinated learning. The students construct self-learning and self-advancement. Shaharanee, Jamil, and Rodzi (2016: 6) express that there is social integration when the students use Google Classroom.

The students communicate each other online through Google Classroom. RESULT AND DISCUSSION Based on the overview above, it can be concluded that, in New Normal Era now, Google Classroom is needed as the solution for teacher and student for learning English in teaching English.

Google Classroom is an online learning platform developed by Google which enables both the teachers and learners to engage in learning as an innovative way. Google Classroom is the part of Educational Technology. Educational technology is to improve of many varieties of school levels in the process of learning experiences used various kind of technology with media and tools for education. Google Classroom has an important role to the teacher and student.

It can be an important and appropriate strategy to help them in the English learning in New Normal Era. With using Google Classroom, the teacher and student get many benefits : (1) Easy to use and accessible from all devices, (2) Effective sharing,(3) Paperless,(4) Speeds up the assignment process, (5) Effective feedback, (6) Clean and user-friendly interface, (7) Great commenting system,(8) Is for everyone.And the other benefits are : 1) It empowers teachers to post class materials, 2) Google classroom interfaces with ones Google drive and effectively oversees data in a folder, 3) Google classroom can be assessed anytime whenever utilizing a personal computer or any gadget with web association and an internet browser, 4) It empowers ongoing learning on the grounds that the learner and the instructor can be sited on various geographical settings and when one post announcements or remarks, the other individual can see them in a flash, 5) It permits formation of private classes and groups so that there are no interlopers to unapproved groups or classes, 6) Google classroom allows the teacher to welcome and associate the guardians so they can track their children's performance and get email declarations relating to the learning of their kids.

However, research conducted by Azhar & Iqbal (2018) shows that teachers perceive Google Classroom as only a facilitation tool that can be used for document management and basic classroom management, without having a significant impact on

teaching methodologies. Google Classroom is a very good tool but cannot replace teaching activities for example when students need direct of face-to-face interaction because interpersonal interaction especially should be based on context.

Therefore, when viewed from the principles of teaching speaking suggested by Brown (2006), Google Classroom cannot accommodate some of them such as the relatedness to pragmatics. Another research from DiCicco (2016) revealed that integrating Google Classroom into social studies instruction resulted in an increase of student vocabulary scores except students' understanding of the content knowledge.

It means that in terms of teaching strategies, teachers still need to meet students to give direct explanation, examples, and perhaps feedback. However, for the educational institutions, hopefully, this media was considered to use as one technology which help facilitate the teaching-learning process of writing and speaking skills. Both teacher and students uploaded files. Uploading videos on character presentation on Google classroom (Iftakhar, 2016).

For the teacher, in teaching English, the teacher must be able to use an excellent media to make the students enjoy, and comfort, and also the teacher must be able to help the students when they have a problem in learning English. So, the students were quick to improve their competences in English. For the next researchers, they should find another ways in teaching English. So, the researchers could get the students' attention.

For the students, they should add their frequency of practice in speaking English so that they can talk to English later. CONCLUSION As described above, beside Google Classroom have many benefits. Google Classroom can be used in teaching English, especially Speaking and Writing. Google Classroom in teaching speaking: set up the google classroom, store class material, make an announcement, create an assignment for the students, use question feature, grading homework, and integrate the other apps.

While Google Classroom in teaching writing: the teacher taught types of letter such as inquiry letter, order letter, aggressive response letter, negative response letter, and complaint letter.Google Classroom was also able to give communication between teacher and students. After finish the writing assignment and sending to the teacher, each students got correction of their writing such as miss-spelling, wrong word choice, grammar, structure which needed a revision. Further researcher can do research on using Google Classroom for teaching reading and listening skills.

ACKNOWLEDGMENT The researcher recognize the following persons who made this article a success, without support from all of my families, my lecturers, my friends who

help to finish this article; fourth year English Department, and lastly the God, the Almighty who makes all things possible. I am humble. REFERENCES Al-Maroof, R.A.S. & Al-Emran, M. (2018). Students' Acceptance of Google Classroom: An Exploratory Study using PLS-SEM Approach.

International Journal of Emerging Technologies in Learning, 13(6): 112-123. Retrieved from https://onlinejournals.org/index.php/i-jet/article/view/8275 Azhar, K.A. & Iqbal, N. (2018). Effectiveness of Google Classroom: Teachers' Perceptions. Prizren Social Science Journal, 2(2):52-66. Retrieved from http://prizrenjournal.com/index.php/PSSJ/article/view/39/24. Brown, H.G. (2007). Principles of Language Learning and Teaching(fifth edition). New York: Pearson Education, Inc. Brown, H.G. (2007).

Teaching by Principles: An Interactive Approach to Language Pedagogy (third edition). New York: Pearson Education, Inc. Brown,G & Yule, G. (1983). Teaching the spoken language. Retrieved from https://www.worldcat.org/title/teaching-the-spokenlanguage/oclc/950521593&referer= brief_results Celce-Muria, M. (2001). Teaching English as a Second or Foreign Language (third edition). United States: Thomson Learning. DiCicco, Kathleen M.,

"The effects of Google Classroom on teaching social studies for students with learning disabilities" (2016). Theses and Dissertations. 1583. https://rdw.rowan.edu/etd/1583 Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), The handbook of blended learning: Global perspectives, local designs (pp. 3-21). San Francisco, CA: Pfeiffer Publishing. Harmer, J. (2001).

The Practice of English Language Teaching. Cambridge: Longman. Iftakhar, S. (2016). Google Classroom: What Works and How? Journal of Education and Social Sciences, 3(1): 12-18. Retrieved from https://www.jesoc.com/wpcontent/uploads/2016/03/KC3_35.pdf. Iman, J. N. (2017). Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill. International Journal of Instruction, 10(4), 87–108.

https://doi.org/10.12973/iji.2017.1046a Nunan, D. 1991. Language Teaching Methodology. A Textbook for Teachers. New York: Prentice HallInternational, Ltd. Shaharanee, I.N., Jamil, J.M., & Rodzi, S.S.M. (2016). The Application of Google Classroom as a Tool for Teaching and Learning. Journal of Telecommunication, Electronic, and Computer Engineering, 8(10): 5-8. Retrieved from

http://journal.utem.edu.my/index.php/jtec/article/view/1357/882.

Strohner, G. R. H. (2008). <mark>Handbook of Communication Competence Edited by Gert Rickheit Hans</mark> Strohner. Retrieved from https://www.worldcat.org/title/handbook-of-communication-competence/oclc/3036465 34 Tiedt, I.M. (1989). Writing <mark>From Topic to Evaluation.</mark> Boston: Allyn and Bacon.

INTERNET SOURCES:

<1% - https://www.researchgate.net/post/What_are_procedures_to_critically_analyze_the_literature_to_be_used_in_a_study

<1% - https://www.weforum.org/agenda/2020/03/how-are-companies-responding-to-the-coronavirus-crisis-d15bed6137/

<1% - https://link.springer.com/chapter/10.1007/978-3-030-50454-0_48

<1% - https://www.researchgate.net/publication/328255114_The_effect_of_Dictogloss_Technique_on_the_students'_writing_skill

<1% - http://ojs.fkip.ummetro.ac.id/index.php/english/article/download/1334/896

<1% - https://www.motherjones.com/2020-elections/2020/08/how-badly-did-they-want-to-say-the-n-word-rnc-day-1/

<1% - https://issuu.com/actedu/docs/8471_etd_google_app_guide_students__b6e4592424e1f1/3

<1% - https://www.researchgate.net/publication/327417783_Effectiveness_of_Google_Classroom_Teachers'_Perceptions

<1% - https://hiverhq.com/blog/google-classroom-basics

<1% - https://hubpages.com/education/What-Causes-College-Students-to-Fail-or-Dropout

<1% - https://www.slideshare.net/PrincesDianeCarbonel/educational-technology-1-40377060

<1% - https://mediamary.blogspot.com/

2% - https://www.researchgate.net/publication/329390940_Capabilities_of_Google_Classroom_as_a_Teaching_and_Learning_Tool_in_Higher_Education

<1% - https://www.researchgate.net/publication/305708293_CLASSROOM_VS_E-LEARNING_A_

CASE_STUDY_ON_THE_PERFORMANCE_OF_STUDENTS_IN_DIFFERENT_LEARNING_SCENARIOS

<1% - https://www.gov.uk/government/publications/joined-up-data-in-government-the-future-of-data-linking-methods/privacy-preserving-record-linkage-in-the-context-of-a-national-statistics-institute

<1% - https://www.fluentu.com/blog/educator-english/esl-for-teens/

<1% - https://serc.carleton.edu/sp/library/media/why.html

1% - https://www.readkong.com/page/report-defining-blended-learning-norm-friesen-august-2012-5660784

<1% - https://www.researchgate.net/publication/278244963_The_Future_of_Blended_Learning

<1% - https://www.amazon.com/Practice-Language-Teaching-Handbooks-Teachers/dp/0582403855

1% - http://journal.um-surabaya.ac.id/index.php/Axiologiya/article/view/1242

<1% - https://archive.org/stream/ilhem_20150321_1903/[David_Nunan]_Language_Teaching_Methodology_A_Tex_djvu.txt

<1% - https://mafiadoc.com/handbook-of-communication-competence_5986c29c1723ddd069faff50.html

<1% - https://www.abebooks.com/book-search/author/iris-mcclellan-tiedt/