

# **APPENDICES**

# Teaching Listening Skill through Google Classroom: A Study at Tertiary Level in Bangladesh

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## ABSTRACT

Among the four language skills, ESL learners consider listening skill to be the most difficult one to master. In Bangladesh, both teachers and learners show excuses to avoid this important language skill at elementary, intermediate and tertiary levels. Worldwide teachers are moving towards technological tools in ELT and Google Classroom is one of them. This blended learning platform offers numerous features of Google to enhance teaching-learning process for both teachers and learners. However, nowadays learners at tertiary level are prone to technologies. Considering it as an advantage, this paper demonstrates how a language teacher can facilitate the technophile ESL learners to develop their listening skill in Google Classroom and the impacts it has on students.

## 1. INTRODUCTION

Using technology in classroom teaching is a new and successful trend in academia. In English Language Teaching (ELT), teachers are leaning towards technology worldwide. Using different technological tools like Computer, Speaker, Microphone, Multimedia projector and Internet has changed the traditional chalk-duster based classroom into a modern ICT based classroom. Recently, different attempts have been taken to promote and support teachers to adopt technology in education. The study of F. Martin, and M.A. Parker states that many online courses are offered; at the same time faculties are adopting synchronous virtual classrooms that enable them to interact with students in real time [1]. The Virtual classroom is a platform of e-learning to cut travel time and costs associated with face to face teacher-centered learning. Google Classroom is a recent addition to virtual classroom, introduced by Google as a feature of G Suite for Education on May 6, 2014 [2]. In this paper, the researchers attempt to exhibit how Google Classroom can be used for teaching listening skill and what the learners opine about their development of listening skill through Google Classroom.

Among the four language skills (reading, writing, listening and speaking) listening skill is the most neglected one to highlight in the context of Bangladesh. In order to stick to the requirement of the curriculum, English teachers of Bangladesh emphasize more on reading and writing skill development irrespective of all levels; primary, secondary and tertiary. Still, at tertiary level learners encounter some speaking activities by means of presentations but listening

skill remains ignored. Teachers tend to show excuses on unavailability of resources thus students development of listening skill in English remains stagnant. Although there is a debate on whether listening skill can be taught or acquired, the researchers have not involved themselves into that. This paper aims to demonstrate how Google Classroom can be used as a learning tool to develop listening skill at tertiary level and what impact does it have on the learners.

The paper is divided into two sections: 1. How Google Classroom works and 2. Impacts of using Google Classroom for teaching listening skill. The first section will introduce Google Classroom and its features. Then it will discuss the facilities and limitations of Google Classroom. However, the second section will discuss the impacts of using Google Classroom. To analyze the impacts, the researchers conduct a study on 40 students. Later their opinions have been recorded through a questionnaire. Finally, the researchers suggest some notions for using Google Classroom for teaching Listening Skill.

## 2. GOOGLE CLASSROOM

### 2.1 What is Google Classroom

Google Classroom is a recent development of Google for academic institutions to ensure a blended learning platform to simplify creating, distributing and grading assignments in a paperless way [2]. It combines online digital media with traditional classroom methods [3]. Therefore, it is a convenient way for the teachers to engage students online for asking questions, discussing any topic

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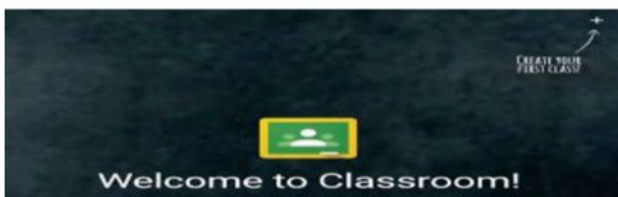
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with teacher and classmates and submitting assignments. As S. Iftakhar points out, “Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google’s latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advance as well” [4].

**2.2 How it Works**

Google Classroom is not a well-known platform for many of us. Therefore, a guideline to set up Google Classroom is provided here for clear understanding:

- A. Visit [classroom.google.com](http://classroom.google.com). Earlier Google Classroom was associated with institution based email addresses. Therefore, only teachers and students having institute based domain could use Google Classroom. In March 2017, Google opened Classroom to allow any personal Google users to join classes without the requirement of having a G Suite for Education account, and in April, it became possible for any personal Google user to create and teach a class.



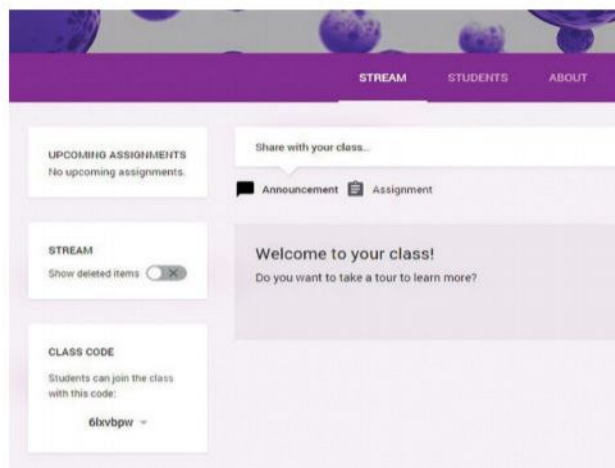
**Fig. 1(a):** Process of creating a class

- B. Click on the “+” button to create your first class. You can find this “+” button next to your email address. Then press on the “Create Class” button.
- C. Add a class name and a section, for example, Listening Skill; Section: A
- D. You can add details of your class in the “About” tab. You can add a class description and instructions for the students. You can also mention in which room students meet for the traditional classes. Teacher’s email address and Google Drive folder for classroom materials can also be added. You can attach your course outline and lesson plan at the bottom.



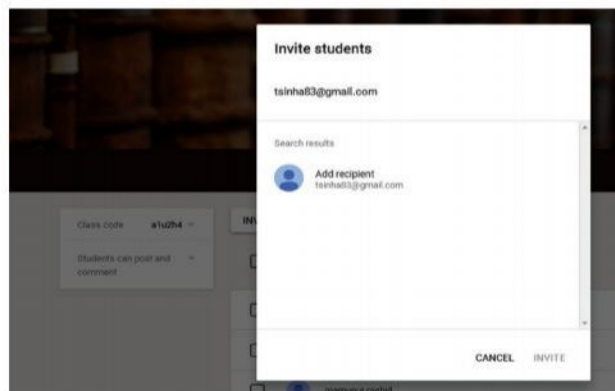
**Fig. 1(b):** Process of creating a class

- A. Now students can join the classroom. If they have an institutional Google account it is easier to join. Ask them to log in to Google Classroom through their personal accounts. They have to click the “+” button and it will ask for a class code. Find your class code in the “Stream” tab and inform your students the code they will use to join your classroom.



**Fig. 2(a):** Process of joining a class

If students do not have the institutional Google account, ask them to create a personal Google account. Collect their Google accounts and invite them to join Google Classroom in “Students” tab. In this case students will not require any class code to join your classroom.



**Fig. 2(b):** Process of joining a class

**2.3: Features of Google Classroom**

When the classroom is ready to operate, you will find a “+” button at the right bottom of the screen. You can do the following activities in Google Classroom by clicking on it:

- **Create announcement:** This section is used for announcing any kind of update about the class. You can upload files, Google Drive, videos and web links as class materials as well.

- **Create assignment:** This is the most important feature of Google Classroom. Here you can post an assignment which students are to submit within due time. Similar to the announcement section you can upload files, Google Drive, videos and web links. Students can see their assignment in the class “Stream”. They can download the materials and complete their assignments. On the top right, they will see three boxes (Turn In, Comments, and Share). They have select “Turn In”. Then a window will appear to ask them to confirm. They have to click on the blue box labelled “Turn In” to confirm their submission. As a teacher, you will receive an email notification of the submission of the assignment. You will be able to check all the assignments and grade them. Finally, you can return the assignments with your feedbacks and grades.
- **Create question:** This section is very effective to create question for and discuss answers with students. Here students can edit their answers and reply to each other if the teacher permits.
- **Reuse post:** In this section teacher can reuse any important post (announcement, assignment or question) that s/he used earlier in this classroom or another classroom.

#### 2.4 Advantages

Google Classroom has numerous facilities. A few of them are mentioned below:

- **User friendly:** It is very easy to use. As M. Janzen points out, “Google Classroom’s design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications” [5].
- **Cloud based:** Google Classroom offers more professional and authentic technology to use in learning environment as Google apps represent a significant portion of cloud-based enterprise communications tools used throughout the professional workforce.
- **Cost free:** It does not require any cost to use it. Anyone with or without an institutional Google account can create and join a classroom.
- **Cell phone friendly:** As M. Janzen states, “Mobile access to learning materials that are attractive and easy to interact with is critical in today’s web connected learning environments” [5]. Google Classroom is designed to be quick to respond. It is convenient to be used on any mobile device.
- **Time saving:** Google Classroom saves time both in teachers’ and students’ parts. According to Iftakhar, “It integrates other Google apps like Docs, Slides, Drive and Spreadsheets. Nevertheless, the whole process of administering assignments, grading, formative assessment, and feedback is simplified and streamlined” [4].

#### 2.5 Limitations

Despite various advantages, there are some limitations of Google Classroom. Followings are some of them as mentioned by C. Pappas [6]:

- **Limited integration options:** Google Classroom is not synchronized with Google Calendar or any other calendar. It becomes difficult for the teacher to organize teaching materials and set deadlines for assignments.
- **Too “googlish”:** Pappas defines Google Classroom as too much “googlish”. It is equipped with several buttons which are familiar to Google users only. Therefore, those who are the first time users (students at primary and secondary levels for example) of Google products may get confused or take more time to get accustomed to the icons. Only YouTube is integrated with Google Classroom to help video sharing. Other popular tools like facebook, Slideshare etc. are not built-in with Google Classroom.
- **No automated updates:** Google Classroom does not take the update on activity-feeds automatically. Learners have to refresh on regular basis otherwise, they may miss an important announcement.
- **Difficult learner sharing:** Sharing a document with other classmates is impossible if a student does not become the owner of a document. However, if they become the owner of a document they will need an approval from teacher to share their document.
- **Editing problems:** After creating and distributing assignment, learners become owners of the document. As an owner, they are given the authority to edit it. Eventually, they can delete any part of the assignment if they want, though it occurs accidentally by some notorious students.
- **No automated quizzes and tests:** Google Classroom has no provision for automated quizzes and tests. Therefore it is unable to replace other available Learning Management System (LMS) completely. In most cases, Google Classroom is more appropriate as a blended learning platform than a fully online LMS.
- **Impersonal:** In spite of offering a blended learning platform, it has not integrated other chatting apps like Google Hangouts. Thus, it becomes difficult for online interaction between teachers and learners through Google documents only. Unfortunately, there is no way to have a live chat in Google Classroom; at least, not yet.

### 3. GOOGLE CLASSROOM FOR TEACHING LISTENING SKILL

To observe the impact of Google Classroom for teaching the listening skill, the researchers have formulated the following research design for the study and suggested a few proposals.

### 3.1 Research Methodology

The attempted study is an action research conducted among 40 undergraduate students of Daffodil International University, Bangladesh. The samples are regular 1<sup>st</sup> year students of BA in English Program. For collecting data, the researchers have employed quantitative research method. Statistical analysis such relative frequencies and percentages of learners-performances have been obtained from four different assignments on listening skill. The researchers have taken extensive support from [listenaminute.com](http://listenaminute.com) for designing research tools. The study has been conducted with a prior permission from the University authority. To conduct the study a classroom titled 'Listening Skill' has been created by the researchers in Google Classroom and students have been asked to join. As the students use their Gmail accounts of a similar domain (provided by the University), it is very easy for them to join the classroom. The researchers assign four assignments on listening skill to be submitted on four consecutive weeks. The assignments are simple activities on gap filling while listening. Students are asked to complete each activity every week and answer the following four questions:

- i. How many gaps could you fill completely in your first attempt?
- ii. How many partial answers (one word or two words, but not the complete answer) could you write in your first attempt?
- iii. How many times did you play the audio clip to fill all the gaps completely?
- iv. How much time did you take to complete this assignment?

After the fourth week the researchers analyze students' response to the questions in order to measure whether any individual development occurred in the course of four weeks. The activities have been set considering Krashen's input hypothesis or (i+1). As Krashen puts it, "The input hypothesis makes the following claim: a necessary (but not sufficient) condition to move from stage *i* to stage *i* + 1 is that the acquirer understand input that contains *i* + 1, where "understand" means that the acquirer is focused on the meaning and not the form of the message"[7]. Therefore, the activities are of moderate kinds. Only a few students, with sound listening skill, will be able to fill all the gaps completely in the first attempt. It is likely that students will be able to answer partially in their first attempt, that is, they will not be able to write the three or four words long answers. Moreover, they will need to play the audio clip several times to fill all the gaps completely.

The researchers compare the four assignments of each student to observe their developments (if any). If students'

answers to the four questions show an increase in number from Assignment 1 to Assignment 4, the development is positive. If otherwise, no development occurs.

### 3.2 Research Findings

The first table shows the number of gaps filled by students in their first attempt. No student could fill 8 gaps in the first three Assignments. However, 8% (4 students) could fill more than 8 gaps in Assignment 4. No one could fill 7 gaps in their first Assignment. 6% (3 students) filled 7 gaps in Assignment 2 and the number increased in the consecutive Assignments. Similarly, 6% (3 students) could fill 6 gaps in Assignment 1 and the percentage increased in the next Assignments. However, 16% (8 students) could fill 5 gaps in the first two Assignments, which increased to 26% (13 students) in Assignment 3 but decreased to 20% (10 students) in Assignment 4. However, the mark of development is noteworthy as the percentages of filling 4 gaps and 3 gaps in the first attempt decrease from Assignment 1 to Assignment 4.

**Table 1:** Gaps filled by students in their first attempt

Gaps filled by students	A. 1	A. 2	A. 3	A. 4
8+ gaps	Nil	Nil	Nil	8% (4 stu)
7 gaps	Nil	6% (3 stu)	10% (5 stu)	14% (7 stu)
6 gaps	6% (3 stu)	8% (4 stu)	16% (8 stu)	18% (9 stu)
5 gaps	16% (8 stu)	16% (8 stu)	26% (13 stu)	20% (10 stu)
4 gaps	38% (19 stu)	32% (16 stu)	28% (14 stu)	22% (11 stu)
3 gaps	40% (20 stu)	34% (17 stu)	20% (10 stu)	18% (9 stu)

A significant development can be observed in case of the partial answers tried by students in their first attempt (Table 2). Less number of partial answers (one word or two words, but not the complete answer) indicates more complete answers. 46% (23 students) attempted 6 partial answers in their first assignment and the percentage decreases up to 24% (12 students) in Assignment 3. A positive sign is that no one attempted 6 partial answers in Assignment 4, which means all students could fill 50% gaps completely in their fourth Assignment. 26% (13 students) could attempt 5 partial answers in Assignment 1 and the number increased to 32% (16 students) in Assignment 2 and Assignment 3. However, the number decreased to 26% (13 students) in Assignment 4. An increase of percentage is observed in case of 4 and 3 partial answers. However, No one could attempt 2 partial answers in the first two Assignments.

6% (3 students) and 10% (5 students) attempted 2 partial answers in Assignment 3 and Assignment 4 respectively, pointing a gradual development of students' performance.

The third table shows the number of times students played the audio clip to complete all the answers. The target is to make students skilled enough to play the audio clip once only to write all the answers completely. In case of Assignment 1 and Assignment 2, no one could write all the ten answers completely by playing the audio clip once only. In Assignment 3 only 4% (2 students) played the clip once and the percentage doubled in case of Assignment 4. An increasing number is observed from Assignment 1 to Assignment 4 in case of playing the clip twice. However, a development of percentage is noticeable in the first two Assignments in case of playing the clip thrice, which fluctuated in Assignment 3 and Assignment 4. The percentage variation is also observed in case of playing the clip 4 times, 5 times and 6 times, which depends on various cognitive and contextual factors.

**Table 2:** Partial answers tried by students in the first attempt

Number of partial answers	A. 1	A. 2	A. 3	A. 4
2 Partial answers	Nil	Nil	6% (3 stu)	10% (5 stu)
3 Partial answers	8% (4 stu)	12% (6 stu)	14% (7 stu)	28% (14 stu)
4 Partial answers	20% (10 stu)	24% (12 stu)	24% (12 stu)	36% (18 stu)
5 Partial answers	26% (13 stu)	32% (16 stu)	32% (16 stu)	26% (13 stu)
6 Partial answers	46% (23 stu)	32% (16 stu)	24% (12 stu)	Nil

**Table 3:** Number of times audio clip was played to write all the answers completely

Audio clip played	A. 1	A. 2	A. 3	A. 4
Once only	Nil	Nil	4% (2 stu)	8% (4 stu)
Twice	10% (5 stu)	14% (7 stu)	18% (9 stu)	22% (11 stu)
Thrice	12% (6 stu)	18% (9 stu)	14% (7 stu)	20% (10 stu)
4 times	28% (14 stu)	32% (16 stu)	28% (14 stu)	28% (14 stu)
5 times	24% (12 stu)	22% (11 stu)	20% (10 stu)	Nil
6 times	18% (9 stu)	10% (5 stu)	16% (8 stu)	22% (11 stu)
7 times	8% (4 stu)	4% (2 stu)	Nil	Nil

Nevertheless, a substantial improvement can be remarked in Table 4, which demonstrates the time taken by students to complete each Assignment. Less time for doing an assignment shows more competence from the students' parts. 20% (10 students) took more than 10 minutes to complete Assignment 1. Interestingly, no one took this much time to complete the next Assignments. 16% (8 students) finished Assignment 1 in more than 9 minutes and the percentage increased to 22% (11 students) in case of Assignment 2. No one took this much time to complete the next Assignments. 22% (11 students) and 26% (13 students) completed Assignment 1 and Assignment 2 respectively in more than 8 minutes but no one took this much time for the subsequent Assignments. 24% (12 students) finished Assignment 1 in more than 7 minutes and the percentage increased in case of the next two Assignments. However, no one took more than 7 minutes to finish Assignment 4. An increasing number of percentages are observed in case of completing the Assignments in more than 6 minutes and more than 5 minutes. Although no one could complete their first Assignment in more than 4 minutes, a growing number of percentages are observed in case of subsequent Assignments indicating students' gradual development.

**Table 4:** Time taken to complete each assignment

Time (in min)	A. 1	A. 2	A. 3	A. 4
3+	Nil	2% (1 stu)	10% (5 stu)	10% (5 stu)
4+	Nil	6% (3 stu)	12% (6 stu)	22% (11 stu)
5+	4% (2 stu)	10% (5 stu)	26% (13 stu)	38% (19 stu)
6+	14% (7 stu)	18% (9 stu)	22% (11 stu)	30% (15 stu)
7+	24% (12 stu)	16% (8 stu)	28% (14 stu)	Nil
8+	22% (11 stu)	26% (13 stu)	Nil	Nil
9+	16% (8 stu)	22% (11 stu)	Nil	Nil
10+	20% (10 stu)	Nil	Nil	Nil

### 3.3 Suggestions

The researchers suggest the following for teaching 'Listening Skill' through Google Classroom:

- Clear instructions on how to complete the assignments should be provided in the traditional classroom.
- One sample assignment should be practised in presence of the teacher.
- Formative assessment should be applied so that students feel motivated to do the assignments.
- The deadline for submitting the first assignment can be extended, based on students' demands, as they might find it difficult for the first time.

- Students should be motivated to be honest in completing their assignments.

#### 4. CONCLUSION

It has been observed by ELT practitioners that ‘Listening Skill’ is one of the most neglected one among the four language skills because of not having proper training and expertise in positively exploiting the available resources to inculcate listening skill among L2 learners. For this negligence in both teachers’ and students’ parts, Bangladeshi learners are lagging behind in improving their listening skill in English. However, the young generation of today’s world is techno-friendly which is a built-in resource for the ELT practitioners doing research. Considering it as a privilege, this paper shows how Google Classroom can be used as a learning tool to enhance learners’ listening skill. Hence the positive impacts of using Google Classroom for the learners of tertiary level prove its worth. Finally the paper opens a gateway for further research on using Google Classroom.

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# **Use of Google Classroom as a Tool to Improve Listening Skills in an EAP Classroom**

*Monal Dewle*

## **ABSTRACT**

In this small-scale study, I have tried to examine the impact of Google Classroom on the development of listening skills across a cohort of EAP course participants. The cohort comprised of 33 students from different discipline majors—psychology, economics, sociology, and literature—of the second semester BA programme in different universities. Over a period of two months, the students were taught listening skills via Google Classroom, using online material adapted from UefAP (Using English for Academic Purposes for Students in Higher Education), TED talks, and IELTS academic listening tests. Following this, data was collected through interviews, assessment of student performance in the classroom tasks and the final test, teacher's observations after each class, and a questionnaire after the final test. This data was analysed both qualitatively and quantitatively. The findings showed that although the students found the Google Classroom platform engaging and useful, they needed more time to complete the given tasks and assignments. Further, they also wanted more Google Forms to trace their improvement in listening. They showed a clear improvement in many aspects of listening such as locating or drawing key information from lectures.

Keywords: Google Classroom, listening skills, tertiary education, online tools

## **INTRODUCTION**

Online tools are increasingly being used for teaching and learning purposes. Tertiary level education is no exception to this change and has witnessed an



increase in the use of blended learning in the form of online tools such as Apps, Moodle, Pixton, ReadWriteThink, Google Classroom, etc. These tools help students to improve their study skills and thereby enhance their learning. They also help learners to become more independent and make learning collaborative and meaningful for them (Chapelle, 2003). Kenning (2007), adds that online learning tools help learners to develop their speaking skills during interactions with others and they are better able to integrate audio, text and visual inputs.

With so many advantages, such apps have now become an integral part of learning. In my paper, I will look at one such recent addition in the field of teaching-learning—Google Classroom. Google Classroom is a virtual extension of the face-to-face classroom. It was introduced by Google on 6 May 2014, as a feature of the G Suite Education. Since it is freely available online, and is easy to use in terms of its functions such as uploading materials (links, videos and audios) and creating assignments, more and more teachers are using it in their classrooms.

There are various studies which have looked at how Google Classroom can be used at different levels of education. One such study by Heggart & Yoo (2018) showed that the use of Google Classroom helped to improve dynamics in the class, and improve the participation of students and their learning of new concepts related to their discipline. In another study, DiCicco (2016) analysed the impact of Google Classroom on Grade 7 Social Studies students with learning disabilities; the results showed that their marks had increased in vocabulary due to the use of Google Classroom as compared with their content knowledge which was taught through textbooks. This was corroborated by a survey which indicated that both the Social Studies teachers and the students benefitted from the use of Google Classroom in the teaching-learning process. It is clear that Google Classroom can be used to teach subjects both at the secondary and tertiary level. In another study, Rabbi, Zakaria & Tonmoy (2017), looked at how listening skills can be taught through Google Classroom. They suggested that listening skills can be taught, but proper instructions need to be given to the students, accompanied by sample activities. Although there aren't too many studies on the subject of language skills, the importance of listening in the process of language acquisition has been stressed by many studies. Rubin (2011), Smidt & Hegelheimer (2004) and Vandergrift (1999) state that listening skill is essential for language learning and is linked with all the other skills in language acquisition. Further, good listening skills encourage the development of interaction skills among the learners.

The question then remains as to why this important skill is being neglected in language teaching. Also, how this skill can be taught has been a concern for many teachers over the years. Despite the fact that technology has advanced and

can now provide a platform for enhancing learning and teaching, the teaching of listening skills remains a challenge for teachers at all levels of education, primary, secondary and tertiary.

### **TEACHING OF LISTENING SKILLS IN INDIA**

How can listening skills be taught? This is a question that every teacher in India struggles with. The reasons for this include: priority given to the completion of syllabus within a stipulated time, continuous assessments/tests, absence of proper facilities to conduct listening activities, dearth of motivation and interest shown by the students and to some extent by teachers also (Pavithra, 2017). This has created barriers in the minds of teachers at primary, secondary and tertiary levels with regard to teaching listening skills.

Another reason why the teaching of listening skills is neglected in India is that there is more emphasis on reading and writing as these are productive skills and marks can be easily achieved through these skills. Further, since marks are considered as an indicator of intelligence, the focus is more on marks rather than on the individual learning capabilities of the learners. Though the CCE<sup>1</sup> curriculum has tried to emphasize the importance of speaking and listening skills, it has not been very successful. Therefore, teachers are now trying to look for various methods for teaching listening skills. In the present study, I will focus on one such method of teaching— Google Classroom—that was used to improve listening skills in a tertiary level course in a college in Delhi, India.

#### **Background of the Study**

This study was conducted in Ambedkar University Delhi, India where the course “English for Academic Purposes (EAP)”, is offered to 2nd semester students of undergraduate studies. The objective of this course is to help these students improve their English language skills, especially their academic reading and writing skills. Further, it also focuses on their ability to read and respond to specialized (subject/discipline-based) materials in English, both in written and oral form. With blended learning approach now getting importance in the education sphere, the university is also encouraging its faculty members to blend online platforms with face-to face teaching, to help students become more independent and technology-friendly. Therefore, Google Classroom has been introduced to the students as an online platform where they can listen to texts from different sources, check their listening level and complete the given activities.

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<sup>1</sup> CCE, known as Continuous Comprehensive Evaluation was an assessment process proposed and made it compulsory to all the schools by Right to Education Act, 2009. It had been introduced to help to monitor and improve the performance of a student regarding his/her problems in learning from the first day of the academic year.

The research questions investigated in the paper are:

- a. Does Google Classroom help students to improve their listening skills in EAP?
- b. Can Google Classroom be used as a tool to teach listening skills?
- c. Can Google Classroom be considered as a teaching tool for EAP?

### **Subjects**

The subjects of the study included 33 students in their 2nd semester of undergraduate course; the students were between the ages 18 to 20 years and from various disciplines such as Psychology, Economics, Sociology and Social Sciences and Humanities (SSH). These students were at an advanced level based on the scores of Language Proficiency Test (LPT) conducted at the beginning of the 1st semester.

### **Materials Used in the Study**

Most of the materials used the study were adapted from the websites of ELanguages-APILL listening tasks, UefAP (Using English for Academic Purposes for Students in Higher Education), TED Talks and academic lectures available on the IELTS academic listening test. In the APILL listening tasks, the activities focused on introducing the lecture, and identifying the signpost expressions used in the lecture as well as different parts of the lecture (i.e. introduction, background to the topic and outline of the lecture). These activities not only helped the students to understand the different parts in a lecture, but also how to identify them. In UefAP, the listening tasks included introduction to different listening texts- purpose and its genre, lectures on different subjects and the students had to complete the notes through fill in the blanks, recognising lecture structure and understanding of the use of reference in the lecture. In both the TED talks and IELTS academic lectures, the students were asked to listen to the lectures and identify the signpost expressions and the difference between talks and lectures. The IELTS academic lectures were used as a form of test in which the students had to make notes of the lectures they had heard. The final test was based on an academic lecture and the students were asked to answer the comprehension questions based on the lecture. The questions were of three types - factual, inferential and extrapolative. These types of questions were introduced in the final test as the students did not have enough practice on the comprehension-based questions. The earlier tests focused on identifying signpost expressions, main idea of the lecture and the students performed well over a period of time. So, the question occurred whether they are able to solve

comprehension based questions or not. The questions focused were factual, inferential and extrapolative. These comprehension based questions were known to the students and they practiced these questions but few in the listening tasks in the Google classroom. Therefore in the final test comprehension based questions were included to check whether the students are able to answer these questions even when enough practice was not given to them.

### **Procedure**

The study was conducted over a period of two months during which listening skills were taught specifically through Google Classroom. Classes were held twice a week (2 hours each) and the students were asked to complete some of the exercises in the virtual classroom. After completing these exercises, similar exercises were given to them to reinforce the signpost expressions used in the lecture and note-making techniques.

Data for the study was collected under four different formats:

informal interviews with the students during the two months of the study

assessment of the performance of the students in the classroom activities as well as the final listening test

teacher's observation after each classroom

questionnaire provided after the final test.

### **Analysis**

Analysis of the data was done in a qualitative as well as quantitative manner. Qualitative data was collected in the form of interviews and teacher's observations after each class. Quantitative data included the marks of the students in the classroom tasks and the final listening test, as well as their responses from the questionnaire collated as percentages.

The interview questions, which formed part of the qualitative data, focused on the tasks that were used to assess the listening skills: the difficulty level of the tasks, additional types of activities that could be included along with the existing tasks and suggestions to improve the overall listening tasks. The students were satisfied with the level of the tasks, but most of them mentioned that the lectures should not exceed fifteen minutes as they became tedious and monotonous to listen to after fifteen minutes. They added that in real life, they could listen to lectures for one hour but they get breaks in between the lectures and they would know who the speaker/lecturer was. Some students stated that a fifteen-minute lecture task could be easily completed in the university and hence they preferred it. Lastly,

their parents did not like them to spend too much time on the laptop at home, even though the students explained to them that these were graded tasks.

With regard to additional activities, the students asked for different types of listening activities ranging from simple to complex and different genres of listening texts such as radio talks, weather forecasts, etc., to be included. Also the students stressed upon the need to introduce more activities on Google Classroom and asked that extra time be given to complete them. They also suggested that Google forms be included as a form of task as it would give them access to their marks in each task and hence help them track their progress.

As mentioned earlier, the interviews were supplemented with teacher observations after each class for qualitative data. The teachers observed that before the introduction of Google Classroom, students were not aware of the signpost expressions, parts of a lecture (introduction of a lecture, background to the topic, outline of the lecture, examples used, main points stated in the lecture and conclusion). They were also unaware of the strategies they could use to improve their academic listening such as analysing the information given in the lecture, evaluating the information presented and bringing it to together to make sense of the entire lecture. However, once they started working on the listening tasks uploaded on Google Classroom, which focused on these strategies, there was a noticeable change was in the performance of the students. They were able to make notes clearly and this clarity was manifested in being able to identify important information in a lecture, the key points, and signpost expressions, to mark the beginning of a lecture, example, and the end of a lecture/conclusion.

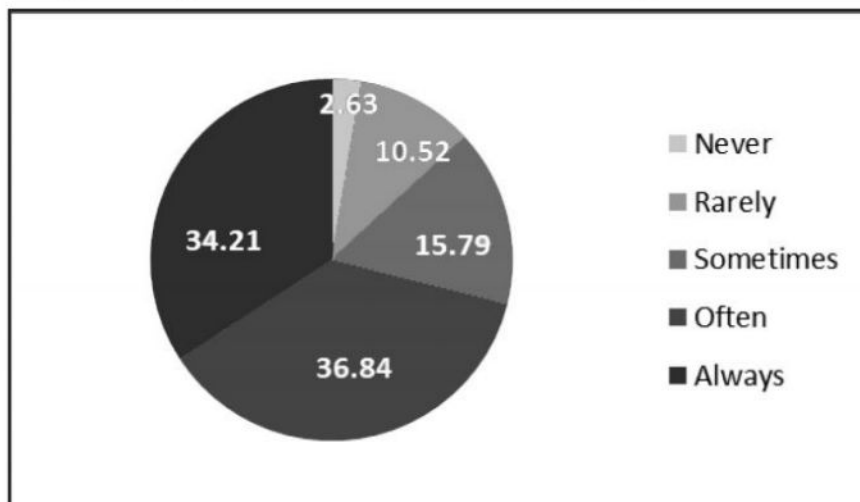
As far as quantitative data was concerned, the performance of the students was assessed on the basis of their in scores in the listening tasks and the test which was conducted at the end of the two-month period. Before Google Classroom was introduced to the students, some listening tasks had been done in the class in which the focus was on identifying the structure of the presentation and the signpost expressions used in the lecture. In these tests, the students scored in the range of 4-5 out of 10 marks, the reasons being that they were not so sure what indicates the beginning of the lecture, signpost expressions, etc. This was despite the fact that a session had been conducted on these very points before the listening task was given to them. To help the students understand these concepts, Google Classroom was introduced to the students. Through Google Classroom they had to do online listening tasks, which included step-by-step instructions pertaining specifically to the structure of the lecture. These activities were adapted from websites such ASPiLL and UefAP. Once the students had completed these activities, they were once again given some listening tasks. This time the marks

scored by the students were in the range of 9-10, and even in the final test which comprised of comprehension-based questions, the students scored in the range of 9-10 marks. This indicated that there was an improvement in their listening skills as compared to their earlier tasks in the face-to face classroom.

The students were given a questionnaire around the use of Google Classroom as a teaching method. The questionnaire focused on different skills taught through the use of Google Classroom; two questions were based specifically on the teaching of listening skills through Google Classroom. These questions were:

- a. Do you think that you are able to improve your listening skills with the help of the activities done in Google Classroom?  
 never ( ) rarely ( ) sometimes ( ) often ( ) always ( )
- b. Do you think that listening skills should be taught with the help of Google Classroom?  
 never ( ) rarely ( ) sometimes ( ) often ( ) always ( )

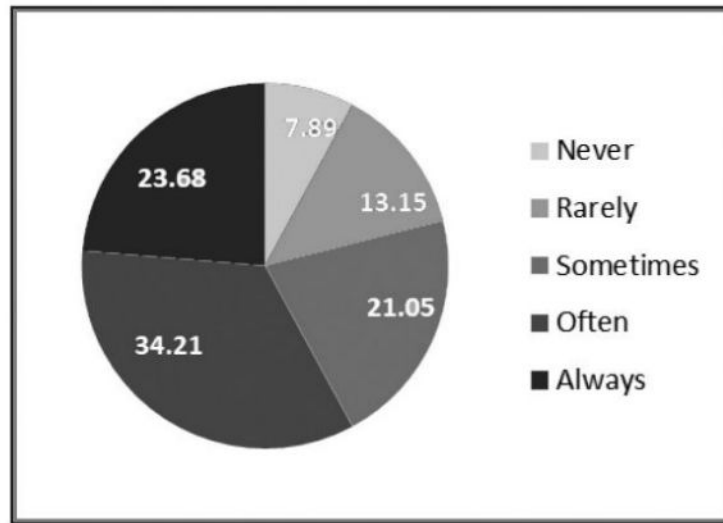
A 5-scale Likert scale was used to record the responses of the students. The students were asked to tick the relevant option. The responses were calculated in the form of percentage and discussed with the help of figures 1 and 2.



*Figure 1* Percentage improvement in listening skills

In response to question (a), 36.84 per cent of the students chosen “often” as their first choice and “always” as their second choice; only 2.63 per cent of the students chose “never”. This indicates that the students believe that Google Classroom “often” helps them in improving their listening skills.

The responses to the second question are represented by figure 2 as follows.



*Figure 2* Percentage representing whether listening skills should be taught or not. In response to question (b), 34.21 per cent of the students chose “often” as their first choice with “always” as their second choice; only 7.89 per cent of the students chose “never”. This indicates that students think that listening skills should “often” be taught with the help of Google Classroom. It is clear from these responses that not only do the students think that Google Classroom should be used to teach listening skills, but they also believe that it has helped them to improve their listening skills.

#### **LIMITATIONS OF THE STUDY**

The limitations of the study are that it is small-scale study conducted across 33 students, and hence the findings cannot be generalized for a larger population. To overcome this limitation, the study has to be conducted across different disciplines with larger classes, to study the impact of Google Classroom on productive and receptive skills. Also a comparative study needs to be done with other similar online tools to study the effectiveness of Google Classroom. Further, the study should evaluate whether critical thinking skills can be taught effectively using Google Classroom. Lastly, ICT apps should form an important component of teaching and learning at the tertiary level.

#### **IMPLICATIONS OF THE STUDY**

There are very interesting implications of this study, and if this study is conducted with a large cohort over a period of time, then it can be beneficial both for students and teachers. Firstly, there should be an orientation session for the students and teachers on the use of ICT in education in terms of the different apps that could

be used for teaching and learning. This could resolve the problem of unfamiliarity in terms of using and doing tasks on Google Classroom. Secondly, both teachers and students need to reassess the time taken for uploading and completing the assignments and tasks. Thirdly, there has to be continuous monitoring by the teachers to evaluate how much the students have understood and whether they have any queries or doubts which could be solved by the teacher. Lastly, all the stakeholders must use Google Classroom in these courses; this will reduce the burden on the students of justifying the use of these apps to their parents. Involvement of the parents will ensure that they understand the changes in the field of education to make learning more meaningful.

### **CONCLUSION**

In this study, I tried to investigate whether Google Classroom can be used to not only improve the listening skills of students but to also teach this skill. I also looked into whether Google Classroom can be used to teach EAP. It is clear that Google Classroom helped the students to improve their listening skills by helping them to identify the signpost expressions, the outline and the structure of the lectures. Further, the observations of the teacher after each class indicated that there was a gradual increase in the performance of the students. Also, according to the questionnaire, more than 60 per cent of the students stated that it should be used “often” as a classroom tool.

Thus it can be concluded that Google Classroom can be used as teaching tool, but the students need to be given time to understand how it works and how they can benefit from it. Further they have to be technologically sound to work with this tool and manage it without any support. Also, it should not be left to them to complete these assignments, the teachers need to monitor their work. The teachers on their part should make the activities more student friendly. Moreover to check the progress of the students regularly, Google Forms should be introduced as a means of assessment to indicate their growth in learning. Finally, the parents should be made aware either through a mail or through personal interaction with the teachers that Google Classroom is a part of assessment. This will help them to understand the importance of ICT in education.

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## IMPACTS OF FEEDBACK POSTED ON GOOGLE CLASSROOM ON STUDENTS' SPEAKING SKILL

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ARTICLE INFO		ABSTRACT
Received:	03/3/2021	The case study aimed at investigating the influence of the teacher's feedback toward students' speaking skill on Google Classroom – a free platform attached with email accounts. The study was conducted with the help of second year English majored students at School of Foreign Languages, Thai Nguyen University. Observations and a survey were applied in data collection. The study results showed that the weekly feedback had a big role in the students' awareness of their strengths and errors in their speeches posted on Google Classroom. Additionally, some suggestions to deal with the errors were given. Therefore, thanks to the feedback, the students' speaking skill can be improved. Moreover, the study also finds that Google Classroom can help students save time spent on finding the teacher's comments toward their speaking performances. The study brings other teachers some ideas for managing students' homework in the era of technology and in the Corona epidemic.
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### KEYWORDS

Giving feedback  
Written feedback  
Google Classroom  
Oral performance  
Homework managing

## HIỆU QUẢ CỦA NHẬN XÉT TRÊN GOOGLE CLASSROOM ĐỐI VỚI KỸ NĂNG NÓI CỦA SINH VIÊN

Vũ Thị Quyên\*, Nguyễn Dương Hà

Trường Ngoại ngữ - ĐH Thái Nguyên

THÔNG TIN BÀI BÁO		TÓM TẮT
Ngày nhận bài:	03/3/2021	Nghiên cứu nhằm tìm ra ảnh hưởng của những nhận xét mà giảng viên gửi cho sinh viên trên Google Classroom – một nền tảng miễn phí được tích hợp trên các tài khoản thư điện tử (email) đối với việc nâng cao kỹ năng nói của sinh viên năm hai, tại Trường Ngoại ngữ - Đại học Thái Nguyên. Phương pháp quan sát và khảo sát được tác giả sử dụng để thu thập dữ liệu nghiên cứu. Nghiên cứu chỉ ra rằng những nhận xét của giáo viên giúp sinh viên ý thức sâu sắc ưu điểm và nhược điểm của bản thân trong các bài nói. Trong các nhận xét, giảng viên cũng đề xuất một số biện pháp khắc phục các lỗi sinh viên mắc phải. Kết quả là khả năng nói của sinh viên dần được cải thiện. Nghiên cứu cũng chỉ ra rằng Google Classroom giúp sinh viên tiết kiệm thời gian tìm kiếm nhận xét của giảng viên dành cho bài nói của mình. Giảng viên và giáo viên có thể tham khảo nghiên cứu như một phương pháp hữu ích nhằm quản lý bài tập về nhà của học sinh, sinh viên trong thời đại công nghệ và trong bối cảnh vi-rút Corona còn hoành hành trên toàn cầu.
Ngày hoàn thiện:	29/3/2021	
Ngày đăng:	31/3/2021	

### TỪ KHÓA

Đưa nhận xét  
Nhận xét bằng văn bản  
Google Classroom  
Bài tập nói  
Quản lý bài tập

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## 1. Introduction

Blended learning on social networks or platforms has been widely applied these days. In School of Foreign Languages, Thai Nguyen University; to control students' homework, teachers have been applying some free social networks namely Zalo, Facebook, Gnomio and Schoology. However, these networks and platforms have not applied systematically by all teachers at the school. In 2020, due to the COVID 19 pandemic, students had to spend nearly two months at home joining online courses with their instructors on zoom.us. They were also provided with a lot of weekly assignments on Google Classroom, which was believed most user-friendly by most of the school's lectures for some reasons. Google Classroom, which was first launched in 2014 by Gsuite, was considered as a friendly tool for all lectures and students at all levels. People who have an email account can easily access to the platform and there is a Google Classroom application for smart phones. Therefore, it is not challenging to join the classes. Additionally, Google Classroom plays a great role in making learning more easily as it is extremely useful in understandability, attractiveness, and operability [1]. Google Classroom was far better in the areas of communication, interaction, perceived usefulness, ease of use, and overall students' satisfaction [2].

After Google Classroom was chosen to manage students' homework, it was a big challenge for teachers who were supporting students to foster their speaking skill, which is considered as one of the macro skills in teaching and learning a language. Speaking skill is defined in many ways; for example, speaking is an exchange of knowledge, information, ideas, options and feeling among people [3]. Furthermore, speaking is a process in which people share information, ideas and feeling; it involves body language mannerism and style-anything that adds meaning to a message [4]. To sum up, speaking skill is a kind of communication in which utterances are produced orally with words showing the speaker's messages, knowledge, and emotion. It is the features of speaking in classroom that caused teachers' lack of confidence in using the platform for speaking activities and giving feedback toward students' performances.

It is commonly believed that if students would like to improve their speaking skill, they may need a lot of feedback toward their speaking performances. Hence, giving feedback is essential in the teaching and learning process as it helps students recognize their strengths and limitations. In language teaching, there are two types of feedback: written feedback and oral feedback. While written feedback is about the word choice and grammar rules; oral feedback is delivered orally and directly [5]. The study was carried out in speaking lessons in which teachers normally gave their feedback orally and directly to students; however, due to no onsite lessons, the researchers had no way to provide them oral and direct feedback. Hence, the feedback was typed and sent to the students.

Fiona Hylanda and Ken Hylandb [6] show that praise, criticism and suggestions should be included in the feedback. Praise is defined as an act which attributes credit to another for some characteristic, attribute, skill... which is positively valued by the person giving feedback [7]. On the other hand, criticism is defined as an expression of dissatisfaction or negative comment [8]. In this research, the teachers privately gave good points and mistakes that students had in their performances, as well as some suggestions so that the students could self-correct their errors. Due to the online lessons, the teachers could not provide the students with direct feedback; thus, they sent them some written feedback instead. This study aims at answering the question: How does the feedback on Google Classroom influence the students' speaking skill?

## 2. Methodology

This study was conducted on sixty second year English majored students whose target level was above A2, but below B1. It means that their level before the course was below or at A2. In the course, students were asked to role-play twelve situations. The VSTEP rating scale for levels

3-5 was applied to assess the students' speaking performances on their effectiveness in using grammar, vocabulary, pronunciation, fluency and discourse analysis. After the course, all students were expected to achieve B1 level; hence, the rating skill for levels 3-5, not the one for level A2, was applied. The rating scale was carefully explained to the students at the very first lesson so that they were aware of how their speaking performances would be evaluated.

Regarding the participants' speaking ability before the study, most of the participants were thought to be at A2 level after the first year and they were about to begin their third term at the university. According the official CEFR guidelines, most of them then could:

“- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.”

The textbook for the course was entitled “Life Pre-Intermediate A2-B1” by Cengage Learning. There were 15 lessons for six first units, but there were 12 lessons in which students dealt with topics and exercises in the textbook, two lessons were arranged for the progress tests and the last lesson was for the revision.

The students were asked to work in pairs, they could choose their partner on their own so that they could find team working easier and less stressed during the term. After each lesson, a topic was delivered to the students. There were two parts in a topic: a situation and some suggestions to deal with the situation. For example,

#### **Technology**

Talk to your friend and invent a new kind of robot which helps people. You should talk about the following points:

- what the robot does;
- who will use the robot;
- where people use it.

**Talk with your partner/s for 2–3 minutes if you are doing the exam in pairs, or for 4–5 minutes if it is a group of three candidates. Your production will be recorded.**

The pairs worked together outside the classroom, they recorded the conversations and then they posted the videos on folders which were created on their Google Classroom by the teachers.

After the due date, the teachers watched the videos, sent them some feedback toward their performances. The performances were assessed on some categories including grammar, vocabulary, fluency and discourse analysis. The feedback were sent to the students in written forms in the private comment box below their submissions. Besides showing the students what they had done well and what they should improve, the teachers also gave some suggestions so that they could self-correct their errors. There were 30 pairs of participants in this study and each of them was involved in 12 videos. Hence, there were 360 pieces of feedback delivered during the course.

To get the data for the study, observations and a questionnaire were applied. The researchers kept all the feedback in a portfolio, and then they classified their comments in three categories including praises, criticisms and suggestions so that they could find out how much the students had achieved after the videos. When the course finished, a survey which could collect data about the participants' evaluations toward the feedback was conducted. The items used for the survey were adopted from [9]. There were seven questions in questionnaire: (1) I was sent feedback regularly. (2) The feedback was detailed enough. (3) I love the privacy of the feedback. (4) It is easy to find the feedback. (5) The Google Classroom feedback was useful. (6) I appreciate feedback on Google Classroom in other courses. (7) What suggestions would be done for better

feedback? The students were asked to put a tick on one of their option namely strongly agree, agree, neutral, disagree and strongly disagree for questions 1 to 6. For the 7<sup>th</sup> questions, students wrote their recommendations. The two methods were not only low-cost, easy to do but also could satisfy the aim of the research.

### 3. Findings and discussion

As being mentioned above, 360 pieces of feedback on the four categories including grammar, vocabulary, pronunciation, fluency and discourse analysis were sent to the students. In each piece of the feedback, the teachers provided their praises, criticisms and suggestions toward the students' oral performances. The number of praises, criticisms and suggestions are presented in the table 1.

**Table 1.** Teachers' use of feedback acts

	Praises	Criticisms	Suggestions	Overall
1 <sup>st</sup> week Videos	120 (31.0%)	167 (43.2%)	120 (31.0%)	387
2 <sup>nd</sup> week Videos	123 (32.4%)	167 (43.9%)	110 (28.9%)	380
3 <sup>rd</sup> week Videos	117 (31.6%)	157 (42.4%)	100 (27.0%)	370
4 <sup>th</sup> week Videos	120 (32.4%)	150 (40.5%)	98 (26.5%)	370
5 <sup>th</sup> week Videos	135 (37.0%)	147 (40.3%)	90 (24.7%)	365
6 <sup>th</sup> week Videos	139 (38.8%)	145 (40.5%)	80 (22.3%)	358
7 <sup>th</sup> week Videos	145 (40.8%)	142 (40.0%)	78 (22.0%)	355
8 <sup>th</sup> week Videos	149 (42.5%)	138 (39.3%)	75 (21.4%)	351
9 <sup>th</sup> week Videos	151 (45.1%)	120 (35.8%)	70 (20.9%)	335
10 <sup>th</sup> week Videos	153 (46.9%)	108 (33.1%)	68 (20.9%)	326
11 <sup>th</sup> week Videos	160 (50.2%)	98 (30.7%)	63 (19.7%)	319
12 <sup>th</sup> week Videos	167 (54.8%)	80 (26.2%)	58 (19.0%)	305

Table 1 shows the number of the praises, criticism and suggestions which were sent to the students. It can be seen that the number of praises were gradually increased by 23.8% from the first videos to the final videos. To the first videos, 387 comments were given; among them, praises took account for 31%. The number was bigger and bigger after videos and reached the top at 54.8% for the 12<sup>th</sup> videos.

On the other hand, the teachers provided less criticisms and suggestions after the videos. First, the number of criticisms was considerably decreased by 17% from 43.9% in the 2<sup>nd</sup> videos to 26.2% in the final ones. After the 2<sup>nd</sup> videos, the proportion of dissatisfaction was gradually decreased. Second, more suggestions were provided in the first videos than in the last videos. For the 1<sup>st</sup> videos, nearly one-third of the comments were suggestions, then the number of suggestions was given less frequently until it reached the bottom at 19%.

From the statistics above, it can be inferred that the students' speaking ability was considerably improved after the videos. The students' good points and weak points in the videos were carefully shown in order that the students were deeply aware of their mistakes. Moreover, the students could follow the sources and guides that the teachers provided in the feedback, and then the students could correct their mistakes. In other words, the feedback shows its value in improving students' speaking skill.

After the course, all students were invited to do a survey in which the teacher would like to collect the participants' points of view about some aspects including the regularity, level of details, privacy and the friendliness of the feedback. The table 2 shows the participants' answers to the raised questions.

Table 2 illustrates the answer to the first six questions. Readers can see that the students appreciate the benefits which the feedback posted on Google Classroom brought them. All participants agreed that they received weekly feedback regularly. They received more feedback than they had in face-to-face meetings.

**Table 2.** *Benefits of the feedback from the students' perspective*

The feedback is ...	Number of responses				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Regular	60 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Detailed	52 (86.7%)	5 (8.3%)	3 (5%)	0 (0%)	0 (0%)
Private	45 (75.0%)	5 (8.3%)	5 (8.3%)	4 (6.7%)	1 (1.7%)
Easy to find	53 (88.3%)	2 (3.3%)	4 (6.7%)	1 (1.7%)	0 (0%)
Reviewable	50 (83.3%)	7 (11.7%)	3 (5%)	0 (0%)	0 (0%)

A number of 95% of participants responded that the feedback was detailed enough. It is known that the teachers gave feedback on all categories performed in the rating scale. Additionally, the feedback on the platform outweighed the oral feedback in which due to the limitation of time, the teachers could not show them all of their mistakes and could not show them some recommendations to erase the errors; the teachers could not ask the students to repeat the conversations in the face-to-face lessons, too. Therefore, the participants could find the feedback on Google Classroom easy to follow, understandable and detailed enough.

Above 83% of the students showed that they loved the privacy and the ability of reading the feedback again and again. Firstly, except excellent students who would like to learn from other's mistakes, most of the students were not willing to show their mistakes and marks to others; the private feedback helped them to get more confidence than the public ones. Secondly, the students admitted that if they were sent oral feedback, they might not master all details in the teacher's comments due to the limitation of their listening skill. Moreover, after the lesson, they might forget the comments. However, thanks to the written feedback on Google Classroom, they could read the feedback some times until they could deeply understand their problems and knew what to do to avoid the errors.

Also, 92% of the participants showed that they found it easy to access the teachers' comments. They explained that they always spent a plenty of time finding the teachers' comments on other social networks which had been used to manage their homework because the feedback was hidden or taken over by the newest comments. This action took them a lot of time. Nonetheless, on Google Classroom, videos of weeks were put in twelve separate folders; hence, they only needed to access the folders and their videos, they could find the teachers' comments immediately.

For the 6<sup>th</sup> questions, all students agreed that they really appreciated the feedback on Google Classroom because of the benefits which the feedback and the format brought them.

For the last question, about 46.6% of the participants hoped that the feedback should be given with lower density. They meant that although they loved the regular feedback, they found quite stressed when they were asked to make speaking videos every single week. They recommended one video every two weeks.

#### 4. Conclusion

To sum up, feedback is extremely essential to students because feedback helps students aware of their mistakes and how to correct the mistakes so that students may not make the same errors in the following videos. As a result, their speaking performances were remarkably improved.

The feedback on Google Classroom improves the joy for their learning because the platform provides students some confidence to speak. Moreover, the platform can limit the time spent on finding the teacher's comments, but increase the level of understanding their speaking ability thanks to the reviewable feedback.

However, giving feedback on Google Classroom may bring some tension to both students and teachers. Students may find making videos so frequently really time - consuming. While teachers also have to spend a big amount of time on typing the feedback to all students compared with giving feedback for some students directly in classroom. To solve the issues, it is recommended an online feedback every a fortnight.

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## **The effectiveness of google classroom in teaching English during Covid-19 at SMA N 1 M. Payed**

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### **ABSTRACT**

This research aimed to find out Google Classroom effectiveness, which was used to enhance students' speaking skill. This research used a quasi-experimental with a pre-experimental research design. The subject of this study is the eleventh grade of senior high school at SMA N 1 M. Payed. It involved 25 students as a sample of this study. In the process of data collection, the researcher used a pre-test and post-test. The researcher analyzed the data using Wilcoxon Ranks Test to test the hypothesis. This study found the value of significance (2-tailed) was lower than the significance level ( $0.000 < 0.05$ ), then the  $H_a$  was accepted. It means there was a significant value on students' achievement of the speaking skill by using Google Classroom. Finding obtained of pretest 71,20 and posttest 78,16. In conclusion, the mean pretest and posttest scores differ significantly, or there is an effect of using google classroom enhancing students speaking skill at SMA N 1 Manyak Payed. However, it can be concluded that Google Classroom significantly affects students' speaking skill and helps them finish and collect the assignment without any bound by time and space.

**Keywords:** google classroom; teaching English; Covid-19

### **INTRODUCTION**

Teaching and learning process are really important for students' exactly at the second grade of students in senior high school. They need the teacher to teach them about their teaching materials that related to their major, but since the beginning of march in 2020 the students cannot learn in the class their material like before because of the coronavirus or COVID-19. Coronavirus is a virus that attacks the respiratory system. It is due to infection with this virus and it is called COVID-19, coronavirus can cause mild disorders of the respiratory system, severe lung infection, and even death (Huang et al., 2019). Anyone can be infected with the corona virus like infants and young children, as well as people with weak immunity, are more vulnerable to this virus attack (Holshue et al., 2019). Coronavirus infection is caused by the coronavirus itself. Most coronaviruses spread like other viruses in general, such as Sprinkling saliva (swollen and sneezing), touch the hand or face of an infected person, touching the eyes, nose, or mouth after handling an item that is affected by saliva sprinkling with coronavirus. (yulandari.,2020) Because this virus is really easy to spread from one person to another, the Government of the Republic of Indonesia has given a command to stop the teaching and learning process in every level of education in Indonesia especially in Aceh in order to minimize the people from infection of this virus. Although the government command is for the better for every people the students also got the disadvantages from this command. The students should study from home. How the way they can learn effective if they did not used technology. They can used technology to apply teaching learning process such as e-learning.

Rodrigues et al. (2019) defined e-learning as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered, open, enjoyable, and interactive learning environment supporting



and enhancing the learning processes. Dawley (2007) found that e-learning encouraged learners to seek information, evaluate it, share it collaboratively and, ultimately, transform it into their own knowledge. It can be stated that e-learning as the technology that really influences for teaching learning process in searching educational material.

The world today has been getting into the new era called industry 4.0, in which all things are conducted by people using digital technology (Kerzik et al., 2018). It means that the industrial revolution 4.0 era, technological has important role in this country. No exception in the field of education. The younger generation is now more interested in learning using gadgets, smartphones, laptops, androids, and so on. They can easily open google search, you tube, google play store, etc., to access various kinds of information connected to the internet. Now days, be an English teacher should communicative and active in using teaching model. As we seen that teaching learning process easier to access through internet as online learning. It can be introduced with using google classroom as media in teaching learning process.

There are many embodiments of technology that can be applied in the education sector, such as Google Classroom, Zoom Cloud Meeting, and Duo lingo (Genova, 2019). Those are online applications that help teachers and students in learning. Google Classroom is an online application promoted by Google for schools intended to facilitate teachers in assorting, creating, and valuing the task in a paperless way (Negara, 2018). Zoom Cloud Meeting is a perfect tool for those who are on the way and still need to have a meeting. It has a special group service of massages in the real-time and secure recording sessions (Archibald, Ambagtsheer, Casey, & Lawless, 2019). Duo lingo is a useful language application that gives learners the systematic and practical steps to know a new language independently.

Based on the preliminary of this research, the researcher done the observation to the SMA N 1 Banyak Payed Aceh Tamiang, the process of teaching learning English at that school not running well as the pandemi. They should learn from home using their mobile phone. So, the teacher should think harder to overcome this situation. As we know that google classroom is easier media to teach them and can be used as an alternative to train students' especially in speaking where they can change their smartphones by learning anytime and anywhere by looking at video speaking shared by the teacher. With google classroom the teacher uses computer technology with internet access to provide information, reading material, videos and learning materials for students. Related to those condition, students can learn best when they have attractive model in the teaching learning process.

In fact, Teaching speaking through google classroom can be very useful for the effective and joyful learning. the researcher aims to find out "The effectiveness of google classroom in teaching speaking skill at SMA N 1 Banyak Payed Aceh Tamiang". Based on the background above, two research questions were formulated to this study, both are; Is there an effect of google classroom on the English-speaking skills at SMA N 1 M. Payed Aceh Tamiang? And Are there differences in the level of English-speaking skills of SMA N 1 M. Payed students at Aceh Tamiang, before and after used google classroom as media in teaching learning process.

### Speaking

Speaking is the ability to communicate in issuing ideas and messages orally. The ability of students to communicate requires language delivery in real communication.

Based on Gert and Hans (2008: 207), speaking is the ability to speak or utterance that has a specific purpose and purpose that is known to the speaker and listener. Hafizah (in the 2016 pandapotan) stated that so far teaching the skills of speaking and listening (especially speaking) has not gotten the maximum results as expected. The students did not fully have the communicative skills. They are still afraid, ashamed, and hesitant when it comes to speaking in public and conveying their ideas.

The speaking learning material to be taught in school is speaking activities without speaking theories. Kundharu Saddhono and St. Y. Slamet (2012: 59) notes that the speaking learning material listed in the curriculum includes activities, (1) lecturing, (2) debating, (3) conversing, (4) preaching, (5) telephone, (6) telling stories, (7) giving speeches, (8) exchanging ideas, (9) asking questions, (10) playing roles, (11) interviewing, (12) discussing, (13) campaigning, (14) delivering remarks,

congratulations, messages, ( 15) reporting, (16) responding, (17) refuting opinions, (18) rejecting requests, offers, invitations, (19) answering questions, (20) expressing attitudes, (21) informing, (22) speaking, (23) describe the contents of the drama, (24) describe how to make something, (25) offer something, (26) apologize, (27) give directions, (28) introduce oneself, (29) greet, (30) invite, (31) invite , (32) warned, (33) corrected, and (34) question and answer.

Tarigan in Isnani 2013 speaking is the ability to pronounce articulated sounds or words to express, express or convey thoughts, ideas and feelings. Speaking is also defined as a tool for communicating ideas that are structured and developed according to needs. Talking basically has a general purpose to convey. There are three general purposes in speaking, namely: (a) inform and report (toinform), (b) entertain and entertain (to entertain), and (c) persuade, invite, urge, and convincing (to persuade) (Henry Guntur Tarigan, 2008: 16-17).

According to Mudini Salamat Purba (2009: 4-5), in general the objectives of the conversation are: (1) encouraging or stimulating, (2) convincing, (3) moving, (4) informing, and (5) entertaining. The following are steps that must be mastered by a good speaker, namely: (a) selecting topics, speaker interests, speaking skills, listener interests, listening skills, time provided, (b) understanding and testing topics, understanding listeners, situations , the listener's background, level of ability, facilities, and (c) formulating the framework of the conversation, introduction, content and closing (Kundharu Saddhono and Slamet, 2012: 6)

### **Google Classroom**

Google Classroom is considered one of Google's web's best features for improving teachers' and students' performance in teaching and learning activities. (Nurlaili 2020) it can be stated as one place to share all activities in teaching learning process. Iftakhar,2016 (stated in nur laili 2020) explained that Google Classroom is the best feature provided by the Google platform that can be used by the scholar to get information about the class material with the use of many times saved. It means we can access and save the material whenever and wherever, no limitation time.

Nur laili (2020) stated Google Classroom is completely simple to be used. Here are all available features integrated and correlated between one and others. The teachers facilitated to keep all files in Google Drive. Using this device, they can give rank and level, attach pdf, photo, video, voice note, document, or any links for instructional purposes. From Google Classroom, the teacher can send the assignment to all learners' at the same time and more focused on explaining the material during the class (Iftakhar, 2016 in nur laili 2020). It means Google classroom is effective platform to teach speaking because we can share the materials like file, video that's connect to you tube, ppt, pdf and we can do the assignment, quiz at that platform but there is one disadvantage we can not make direct interaction as face to face with our students like zoom.

### **METHODS**

This research refers to a quantitative research approach. According to Nana S. Sukmadinata (2010), quantitative research is based on the philosophy of positivism which emphasizes objective phenomena that are studied quantitatively or carried out using numbers, statistical processing, structure, and controlled experiments. While the type of research used in this study is a quasi-experimental design research. Sugiyono (2007) defines that experimental research is research that is used to find the effect of certain treatments on others under controlled conditions

This research uses quasi-experimental (quasi-experimental). The design of this study is a pre-experimental design (Non design) by one group pretest post-test design. The dependent variable of this study is the blended learning model, while the independent variable is speaking skills. The instrument used was an oral test with a Likert scale of 0-4. The students' scores of speaking in the pre-test and post-test were compared for both groups in order to determine whether there were significant differences between the groups in relation to the treatment.

**TABLE 1.** Research Design

Pretest	Experiment	Posttest
O1	X1	O2

Information:

X1 = Using the Blended learning

O1 = Pretest Observation in model class before Blended Learning

O2 = Posttest observation in the model class after Blended Learning

The populations of this study were the students of SMA N 1 Manyak Payed. The sample was used eleven grade students. The Total of students as many as 25 students of eleven class. The research sample was selected based on purposive sampling technique.

The instruments used in this study were observation and test. The observation guidelines used in this study are the observation guidelines made by students during the learning of speaking skills using google classroom. At the test researcher used instrument for recording the students' performances during the action given, such as talk about offering/ suggestion, giving opinion and inviting someone. There were two kinds of test used in this research, such as pre-test (test 1) for the preliminary observation in speaking, post-test (test 2) after the treatment for the final performance in speaking. The speaking tests in pre-test and post-test were scored based on oral proficiency scoring categories (Brown and Abeywickrama, 2004). The description of the students' speaking scores was a modified form of scale 0-100 which included five speaking components, namely grammar, vocabulary, comprehension, fluency, and pronunciation.

**TABLE 1.** The criterion of speaking scores

No	The Indicator of Assessments	Scores
1	Grammar	0- 4
2	Vocabulary	0-4
3	Comprehension	0-4
4	Fluency	0-4
5	Pronunciation	0-4

**RESULTS AND DISCUSSION**

Before the testing of hypothesis using the t test, the result of data about the effectiveness of google classroom in teaching speaking skill at SMA N 1 Manyak Payed Aceh Tamiang especially the test data normality as a t-test requirement. Based on the normality test the data was obtained that the data on student learning outcomes students speaking skill using Google Classroom distributed media with unnormal (Table 2).

This is shown from test results using the Kolmogorov-Smirnov where Sig of pretest (0.327) >  $\alpha$  , (0.05) distributed with normal but sig in posttest ( 0,013) <  $\alpha$  (0,05) not distributed with normal, that is why the researcher cannot used t-test but used Wilcoxon test.

**TABLE 2.** Test of Normality

	Kolmogorov – Smirnov			Shapiro- Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig
Pretest	,147	25	,170	,955	25	,327
Posttest	,236	25	,001	,894	25	,013

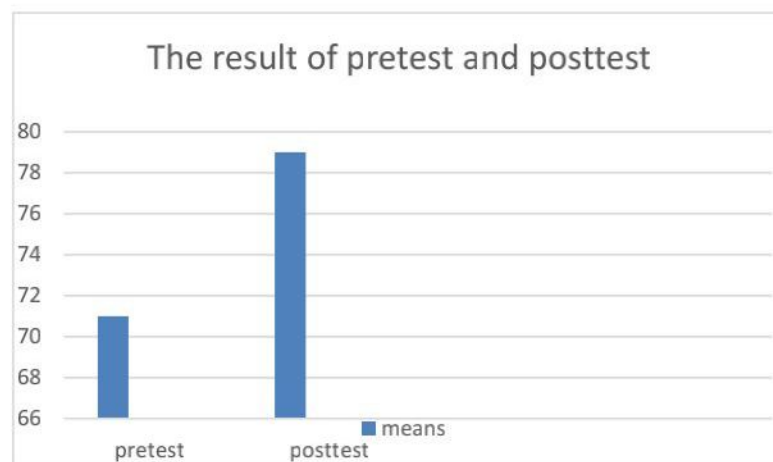
**TABEL 3.** Paired Sampel Statistic dan Corelation

Experiment	Mean	N	Std. Deviation	Sig
Pre-test	71,20	25	3,697	,327
Post-test	78,16	25	2,672	,013

**TABLE 4.** Wilcoxon Signed Ranks Test

	Post test-Pretest
Z	-4.377 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

Table 4, shown that sig. 2-tailed = 0.000 <  $\alpha$  (0.05), it means reject H0. In conclusion, the mean pretest and posttest scores differ significantly, or there is an effectiveness of using google classroom in teaching students speaking skill of SMA N 1 M. Payed.



**FIGURE 1.** the result of pretest and posttest

The figure 1, shown that the mean score in pretest is lower than in the post-test. However, it can be concluded that there were highly significant differences between teaching not using google classroom and using google classroom media. The application of this learning is in line with the philosophical essence of e-learning that e-learning itself doesn't mean to replace totally the conventional learning model in the class, but it can strengthen the model of learning through diversifying the learning content and utilizing the educational technology. Based on the results of data analysis shown that there was a significant enhancement of speaking skill between pretest and posttest using the Google Classroom media in enhancing students speaking skill. The differences of pretest 71,20 and posttest 78,16.

Based on the result of the preliminary observation, the researcher was started for the next instruction by applying the treatment. In the planning step the researcher concerned on enhance the students' speaking skill on the English subject through google classroom in the experimental group.

The teacher used three topics in teaching learning, that titles are offering something, giving opinion and inviting someone. The researcher chooses that topic based on appropriate curriculum from eleven grade students with seeing the syllabus at that class. At the first online meeting, the teacher posted material about offering something. At that google classroom the teacher sent her video recording about material explanation and give them ppt as adding source. After that the teacher make discussion via comment column, the students can ask anything related the material at the column.

At the second online meeting, the teacher posted material about giving opinion. She used video recording to record the material, she explained about how to create conversation using that expressions than sent the explanation about giving the opinion via YouTube channel to the students, after that the teacher open the session of asking and answering question related to the topic at the

comment column, then the teacher asks the students to create the conversation related to the topics that already given.

At the third online meeting, the teacher posted the material of how to invite someone, she explained the kinds of expression used at the dialog, then shared video from the native that attached from YouTube to google classroom. The students really interested followed the class it can be proved by their assignment at the video recording, any improvement at the vocabulary, grammar, performance, pronunciation, intention and fluency. It can be seen based on the posttest given by the teacher at the last online meeting using google classroom media.

From the result of the pre-test to the result of the post-test after the treatment using google classroom, it showed rather an effectiveness. This significant difference between the students' speaking skill in the pre-test and post-test is the effectiveness using google classroom in teaching speaking. By using google classroom platform the students easier to understand the explanation because they learned speaking by some expert video. The teacher sent all of the material as file, ppt and video from youtube. They can access whenever and wherever.

Based on this study's results in the previous section, the table of Wilcoxon Signed Ranks Test statistics showed the significance level was 0.000. As a hypothesis requirement, when the significance level smaller than significance (0.05), which indicates that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. In contrast, if the significance value is higher than (0.05), it indicates that the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected. Based on the statement above, it can be inferred that the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected based on the result of the significant value  $0.000 < 0.05$ .

This study's result was in line with (Negara 2018 in nurlaili 2020) that Google Classroom is an online medium generated to help teachers or lecturers create a task, share teaching material, collect paperless assignments, assess student duty, and be attributed by automatic document storage. It can be stated as awesome media that completely available in teaching learning process because so many items paperless we can share at that platform.

### CONCLUSION

Based on the result of the findings and discussion stated earlier, it can be concluded that the effectiveness of google classroom in teaching English during covid 19 especially in speaking skill at SMA N 1 Manyak Payed differ significantly or there is an effect of google classroom on enhancing students speaking skill at that school. It can be shown that there was a significant enhancement of speaking skill between pretest and posttest using Google Classroom media in enhancing students speaking skill. The differences of pretest 71,20 and posttest 78,16. Considering the conclusion formulated above, google classroom can be used as an alternative model or activities in English class.

The implementation of Google Classroom as a medium in teaching speaking has a significant effect on the students' in speaking english. In other words, Google Classroom also assists teachers and students in communicating the material and assignment between them. Furthermore, it might need more time, more effort, and more spirit for teachers and additional techniques to enhance students' speaking skill.

### ACKNOWLEDGEMENTS

The researcher realized that the accomplishment of this article would not run well without any help from the others. Therefore, here she wishes to give her sincerest gratitude and appreciation to her dean and colleagues who have support and valuable comments in any part of this manuscript. Finally, this article is still far from being perfect. Hence, any criticisms or suggestions from the readers and users are welcome to the researcher in order to make improvement. In the same time, the researcher hopes that this article can be useful for other writers, teachers, and students.

Pringsewu in academic year 2018/ 2019. Writing is one of the English skills that must be comprehended by students, beside listening, speaking, and reading. It is a compulsory subject in STKIP Muhammadiyah Pringsewu that still becomes a challenge for the lecturer to teach meaningfully. Gumrowi (in Sohibun&Filza: 2017) mentions the causes of low learning outcomes are inappropriate selection of methods and learning media by teachers, and also the management of learning activities that still cannot generate students' learning motivation optimally. This statement shows that it is important to conduct this research.

By using *Google Classroom* as an English internet-based learning media, students are expected to improve new desires, interests, motivation, stimulation of students' learning activities, and of course it is expected to improve their writing ability.

#### *The utilization of internet technology in learning*

The availability of teaching technology creates two learning transformations. First, the shift of teacher-centered learning becomes learner-centered learning. Second, the changes of learning methods from simply absorbing and remembering information to interpreting and creating new material (Gupta, in Sari: 2017). Therefore, Sujoko (2013) says that teacher's creativity has an important role in developing the learning models which is adapted to the students' condition and the existing facilities. So, teachers should be able to utilize the latest technology, like internet technology, as learning media because internet can provide great benefit to an educator.

The use of well-designed e-learning system, according to Hwa (2016) can provide benefits such as targeted access to library resources, up-to-date learning subject, quick access to a wider library of resources, cost effective, interactive and collaborative, learner-centered learning, etc. However, these benefits will not be optimal if the learner does not want to adopt the system.

#### *Google Classroom as an internet-based learning media*

The results of previous research studies found that Google Classroom is a multiplatform which can be used by users. It is like Iftakhar (2016) who said on

his research that Google Classroom had been indicated as the best platform to expand the teacher's workflow.

Google classroom provides a powerful set of features that make it an ideal aid to use together with students. This platform helps the teacher saving time, keeping the class organized, and improving the communication to the students.

Google Classroom development in the early stages of 2014—2016 is not intended to all people but to school that collaborate to Google. Then, on March 2017 Google Classroom can be accessed by everyone using a personal Google account. Although its existence has just been developed, it was mentioned by Iftakhar (2016) that this platform has many benefits, such as: 1) Google Classroom has potential to streamline communication and students' workflow by providing a single access point to the core of discussion and assigned work. 2) Google Classroom helps students to keep files more organized because all their work can be stored without paper in one program. 3) Teacher can identify students who are struggling to submit assignments more quickly because of the tracking mechanism associated with the assigned tasks. 4) The assessment process can be simplified because the appraisal features are directly related to the students' submissions. This usefulness is certainly very beneficial for an educator to be able to improve the quality of learning.

#### *Google Classroom on writing learning process*

According to Warnock (in Akmar: 2017), it is important to teach online writing because students can be guided to reflect themselves by using their own words. Besides, an online environment gives opportunity to the teachers interact with students outside the school and of course he can also motivate students to connect socially and professionally to others.

Stockwell (in Noriega: 2016) identified that teaching foreign language using Computer-Assisted Language Learning (CALL) and Mobile-Assisted Learning (MALL) are an example of new communication technology can be used to achieve learning goals. For example, in traditional classes, Ferdousy (in Zafrin: 2018) mentioned, "Written comments" as a feedback are less well received by students. Sometimes, comments written in students' writing are not motivating

because they are authoritative. But, in a virtual classroom, like Google Classroom, Ferdousy (in Zafrin: 2018) adds that there is no authoritative directly.

This digital environment produces a positive attitude because there is no pressure on students. So, the teacher can create students' motivation to learn writing. Writing skill is a special ability that helps students pour the idea or mind to a meaning word or convey the message to readers (Harmer: 2009). From four language skills, Akmar (2017) mentions that writing is a productive skill and is considered as an important constituent of second language learning. Writing ability is the most complex ability because some processes in making writing, like Harmer (2009) who says that there are five steps on writing process; *planning*—plan what you want to say, *drafting*—conceptualize or make an outline about what you want to convey, *revising*—review what be delivered, *editing*—correct the writing that will be delivered to readers so the *final version* can be enjoyed well. Hence this writing skill is not obtained automatically but must be consciously learned through independent or guided exercises.

Even a native language speaker may find it difficult to write especially a foreign language speaker. To write in a foreign language, the problem must be more complicated (prihantoro: 2016), so students are not motivated enough to do it. Moreover they do not get enough opportunity to practice writing in class. Therefore, it is important to conduct this research as an innovation to help students arousing their interest and motivation, and also improving their writing ability. This study aims to 1) know that the use of Google Classroom in Writing learning process can arouse students' learning interest and motivation; and 2) know that Google Classroom can be used to improve student's writing ability.

## **2. RESEARCH METHOD**

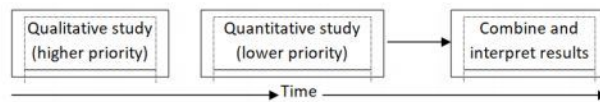
This research is about *Mixed-Method Research* which involves the use of qualitative and quantitative methods. Qualitative methods can be used to identify important variables of this study where those variables can be quantified in an instrument (i.e. questionnaire), then given an assessment on each research correspondent (Fraenkel: 2012).

According to Mertens (2010), mixed-method research is a research where the researcher collects and analyzes the data, integrate findings, and draw



inferential conclusions using two qualitative and quantitative approaches in one study.

This research applies *exploratory design*. Fraenkel (2012) mentions that in this design the researcher first used qualitative methods to find important variables that underlie an interesting phenomenon and then inform them using quantitative methods. In exploratory design, qualitative results provide direction to quantitative methods, and the quantitative results are used to validate qualitative findings. Below is design of exploratory.



Picture 1 Exploratory Design (Fraenkel: 2012)

The participants of this study were the fourth semester students of STKIP Muhammadiyah Pringsewu Lampung in academic year 2018/ 2019 which has 38 students.

Questionnaire, documentation, and test were used to collect the data. Questionnaire is used to get the data of students' motivation on learning writing using Google Classroom and also to get students' perception on using Google Classroom in writing learning process. Documentation is used to get students' written text, and test was used to know the students' improvement on writing ability before and after the treatment.

Data analysis of this study used phased qualitative-quantitative analysis—the analysis was carried out on qualitative data and then followed by quantitative data analysis.

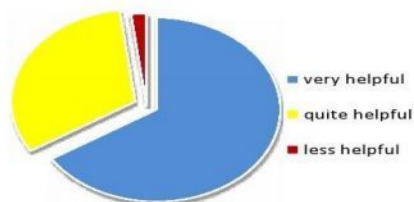
### 3. FINDINGS AND DISCUSSION

The data analysis on students' motivation and students' perception to the use of Google Classroom on learning writing showed that students had high learning interest. It can be seen from the tendency of students who remain in attention and remember some activities. Besides, the enthusiasm of students towards learning activities, as well as their full attention to what was instructed by lecturer to always conduct a self-evaluation proved that students had high motivation also in learning writing.



**Chart 1 The Percentage of Students' Motivation on Writing**

The chart shows that there are two qualifications obtained; sufficiently motivated and highly motivated. From 38 students, eight students got 'sufficiently motivated' qualifications by percentage 51%—75% and 30 students got 'highly motivated' by percentage 76%—100%. It can be said that 79% students had high learning interest and motivation to learn writing using Google Classroom. Then, the chart below displays how many students agree or disagree that Google Classroom helps them in learning writing.



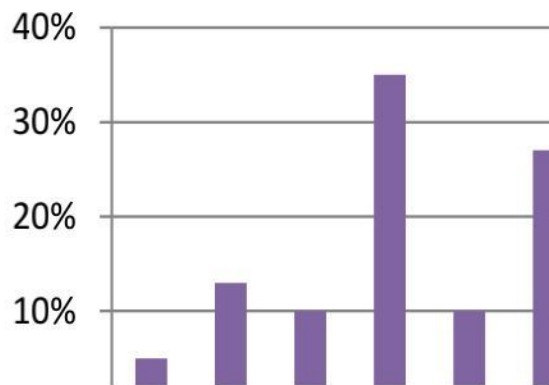
**Chart 2 The Percentage of Students' Perception on Google Classroom**

The chart represents the data of 12 students (32%) have perception that Google Classroom is enough to help them in the process of learning to write, one student (2%) thinks that Google Classroom does not help her in the learning process of writing, and 25 students (66%) assume that Google Classroom helps them so much in learning writing.

### *Pre-test*

Pre-test was administered on Thursday, April 18<sup>th</sup> 2019. This test was aimed to measure the students' writing ability before getting the treatments using Google Classroom. The test was an essay form where students were asked to write a text about recount text (their own experience).

The pre-test result showed that the fourth semester students' ability on writing was still below 50%. The following chart displays the percentage of students' value acquisition on pre-test.



**Graphic 1 The Percentage of Students' Score on Pre-test**

Students' writing was dominated by errors on mechanics (punctuation, paragraphing, and capitalization), and language use (structure and grammar), but overall the content of their text was enough to be evaluated. Nevertheless, there were some students whose the writing had obscured meaning and did not communicate occasionally, like those who got score on range 35—41. As for the example of one of the texts that they composed are as follows:

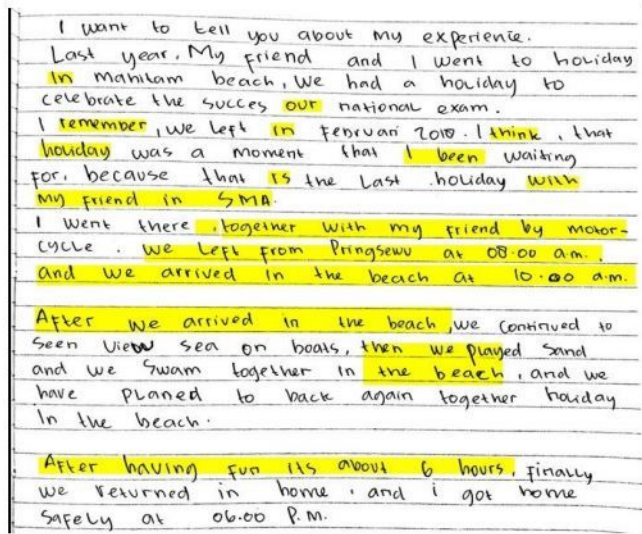
#### Recount text

When the first time, I am in senior high school SMA Queen Al Falah group formed is 3 people. There name is uly, Naim, and I one group, and that regulations the MOS we must use hat shaped wings and name tag shaped pig picture pink colour. Tomorrow we are going to school together and we not be aware of that just one wings in head, even though our elder brother told to right and left for hat, and one of our elder brother be aware of and he called us, and then but he just give me punishment. I am very shy. My friend putri who had asma felt hard to breath because that punishment. We all scared and panicked, so the senior apologized to us. That thing is very embarrassing and fear for my life.

**Picture 2 The Example of Students' Text on Pre-test**

The text above cannot be evaluated actually, because the meaning of the sentences were obscured or confused. Besides, the tenses used in the text are totally wrong. Therefore, this text belong to the class interval of 35—41.

Then, the following is one of the examples of the text whose the score was on class interval of 70—76:

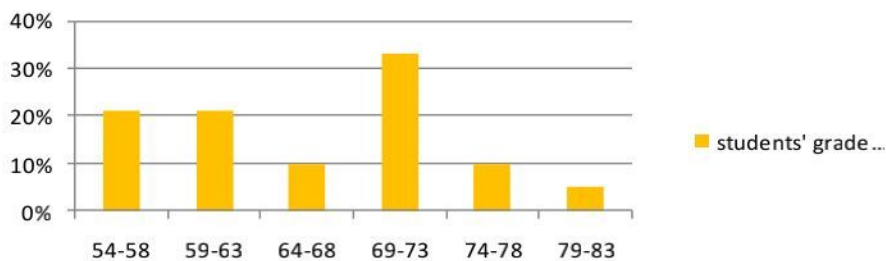


Picture 3 The Example of Students' Text on Pre-test

The text shows that there are a little error on using tenses, some errors on prepositions and capitalization, but the meaning do not obscured. Therefore, this text was belong the class interval of 70—76.

### Post-test

Post-test was administered on Friday, May 31<sup>st</sup> 2019, and the data shows that students' writing ability had improved although it was not too significant. The following chart displays the percentage of students' score on post-test.



Graphic 2 The Percentage of Students' Score on Post-test

In post-test, the lowest score was 54. Most of the content of the students' writing had limited knowledge of subject. Then, they had also a loosely organized but the main ideas stand out. And for language use, they still made errors on tense but the meaning seldom obscured. Below is one of the examples of the text whose score was stand on class interval 54-58:

When I was in high school I and my friends were in the collage precisely in East Java. We are all one generation and the same from Lampung. We also registered at the same place and together entered high school SMA.

One first day of school of course there is MOS. I happen to be a group with friends I had know hers. We number three peoples, got the make part name tag shaped baby and using a boat hat is a wing on his left and right.

Second day of MOS, we went to school together and started entering the class. In class is already a senior high school who checked the equipment of our attributes, without realizing my hat no wings on the left, I was nervous too and immediately I was called to receive the punishment. My punishment was told to make a hat again outside the classroom. Finished making my hat back in class. The next punishment for all of us is eating candy alternately. My friend putri do not want to do that, finally one from senior scold Putri, and putri is immediately conquered because she has a disease asma. Everyone in the class was shocked Putri brought to UKS to intensive care.

Finally MOS on that day was dismissed and all senior high school apologises for his punishment to us. They say only want to get to know more and test us mentally.

**Picture 4 The Example of Students' Text on Post-test**

And next is an example of the text which stands on class interval 79—83:

Last year, I went to Yogyakarta with my mother and my younger brother. It was last holiday in December. In Yogyakarta, we stayed for three days at my friend's house who has collage in there. We were very excited and we couldn't wait to visit places in Yogya.

At first night in Yogya, we spent our time in Malioboro. It's famous place in Yogya that was bustled with a lot of people. Many people from others cities visited Malioboro. We walked down from Malioboro Street to Zero Kilometers of Yogyakarta.

Next day, we went to Margunan, there was pine forest and strawberry field. The view was very beautiful. We found many instagammable spot in there. My brother and I were on the hammock between two pines and took some pictures. At the night, we visited Tempo Gelato. This place sells many kind of ice cream. I was excited to try these ice cream.

At the last day, we visited Prambanan Temple, but we were only there for a moment. Because the weather so hot and it's too crowded. We decided to go to Bringtarjo Traditional Market. We bought some souvenirs like batik, Yogya shirt, and absolutely we bought Batik Paksi. After finished stopping, we went to my friend's house to get ready before leaving. At night, we back to Lampung by bus. This vacation has been the most memorable of all 2018.

**Picture 5 The Example of Students' Text on Post-test**

Then, the following is table analysis of differences between pre-test and post-test data:

**Table 1 The Data Analysis of Pre-Test and Post-test**

Data Description	Scores	
	Pre-test	Post-test
Number of Subjects (N)	38	38
Mean (M)	59.73	66.26
Standard of Deviation	10.64	7.61
Ranges	41	29
Maximum Scores	76	83
Minimum Scores	35	54

The table above is about the students' achievement in writing skill. From the table, it can be seen what is the minimum and maximum score in pre-test and post-test, and also the comparison of mean values.

Refer to the findings, it can be said that students' writing ability had improved, but not significantly. Nevertheless, the students' interest and motivation in learning writing, and also their perception to Google Classroom are very positive. So, this research has succeeded in achieving its objectives.

#### **4. CONCLUSION**

Having analyzed the data obtained, it can be concluded that students had motivated to learn writing using Google Classroom. It can be seen by 38 students, there were 8 students who got *motivated enough* qualification with the percentage 51%—75%, and 30 students got *high motivated* qualification with the percentage 76%—100%.

Besides, they also assumed that Google Classroom could encourage them to write, and help them to improve their writing ability. It can be proven by the students' minimum score of pre-test was 35 with mean 59.73 and in post-test was 54 with mean 65.21.

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# Google Classroom: An Effective Virtual Platform to Teach Writing in an EFL Composition Course

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## Abstract

In the face of globalization, information communication technologies (ICTs) play a paramount role in the teaching and learning of foreign languages. This action-research was conducted with a group of sophomore students enrolled in the course Composition at Universidad Nacional, Coto Campus. The study required the administration of two surveys prior to and after the implementation of Google Classroom (GC) as an educational platform to assist students during their learning process of the course. The research was aimed at revealing the students' use ICTs to practice their writing skill outside the classroom and analyzing the impact of GC in the development of the students writing skill out of the school environment. The findings exposed that the use of this platform brings about benefits that allow students and teachers to ease the teaching and learning of writing. Students also expressed that they practice their writing mainly for both academic and non-academic purposes in an engaging attractive space; lastly, students and researchers pointed out that the experience using GC was more satisfactory than other platforms.

**Keywords:** ICTs, writing, educational platform, Google Classroom

## 1. Introduction

"Teachers will not be replaced by technology, but teachers who do not use technology will be replaced by those who do." This thought-provoking statement made by Krishna (2015) definitely shakes the world upside down for those instructors who do not dare to explore the benefits of technology and prefer to stick to traditional teaching methods. The reasons for not using technological tools may vary, but probably the most well-known are the ones heard in the halls during the coffee breaks: "I'm too old to learn," "Technology and I do not get along well," "I have never been trained to do that," and the like. Such reasons seem valid; however, today teachers cannot deny the need to incorporate new technologies in the classroom setting. According to Umek, Keržič, Aristovnik, and Tomažević (2015), the use of e-learning techniques in higher education is becoming more frequent than ever. Even in some institutions, e-learning has completely replaced the traditional teaching methods, while in others it supplements classical courses (p. 1495). In addition to this, Aristovnik (2014) highlighted that technological advances have revolutionized teaching and learning processes. Fry (2001), for instance, noted that the emergence of new technologies, the rapid expiration of knowledge and training, the necessity of just-in-time information delivery, and the need for more cost-effective teaching methods have transformed teaching and learning practices to new precedents (p. 233).

Scholars have concurred on the fact that online learning platforms may be useful to teach and learn inside and outside the classroom. As Jiménez and Jiménez (2015) expressed, the literature has acknowledged that the virtual learning communities might improve the students' academic performance, stimulate collaborative learning via peer interaction, and exert responsibility on instructors to contribute with their students' learning (p. 38). In addition to these benefits, Wallace (2014) pointed out that social networking and social media platforms along with effective classroom models can work hand in hand to help raise quality standards, professionalize instructors, and motivate students (p. 294). Yet, there is still another significant positive contribution of these web-based tools when dealing with foreign language learning and teaching: the formation of autonomous learners able to solve tasks on their own with no need of commuting to receive direct instruction (Zúñiga, 2015, p. 470). All these tools under the concepts of ICTs and e-learning seem to be an ultimate solution in the learning of foreign languages because they enable



students to communicate, edit, annotate, arrange, and create texts quickly and flexibly. Despite all these remarks, it is still arguable whether the extent to which these tools actually meet the students' expectations regarding the automatization and internalization of a foreign language when using it in developing the writing skill. Thus, this makes necessary to carry out a study that can give researchers more insight regarding the students' perception when using ICTs in developing skills for writing.

We conducted the next study with a group of English teaching sophomores taking the course Composition at Universidad Nacional (UNA), Coto Campus. Prior to this study, through an informal focus group, researcher 1 asked these students which online learning platforms they had used and how their level of satisfaction was with respect to these tools. In the former answer, they indicated that the only platform used at this point of the major was UNA-Aula Virtual, which is a web-site designed for the UNA by Moodle. In the latter response, their impressions were mostly negative due to several reasons: slow and deficient platform performance, unattractive features of UNA-Aula Virtual, and lack of familiarity with the use of web-based learning tools. In an informal conversation between researcher 1 and 2 about the results, we found that these concerns coincided by large with the findings of a research presented by researcher 2 at the V Congress of Modern Languages at Universidad de Costa Rica in 2016 (Soto & Méndez, 2016).

Moved by a sense of cooperation and curiosity about modern pedagogical practices, both researchers embarked in developing an action research that could show that students can have more satisfactory perceptions regarding online learning platforms as long as these tools are chosen and used appropriately for the objectives of an English as Foreign Language (EFL) course. The opportunity to demonstrate this hypothesis was by developing a pedagogical proposal through the platform GC in a writing course. At this point, it is relevant to consider that students taking this course previously have indicated that writing is the most difficult linguistic skill to attain (Jiménez & Brand, 2013), and that it was the researcher-professor's first experience teaching the said course. As a result, using the selected platform for the aforementioned course was convenient to explore solutions to surmount the problems faced with the learning of writing and to answer the next research questions:

1. How do students use ICTs outside the classroom to practice their writing skill?
2. What was the impact of GC in the development of the students writing skill outside the classroom throughout the course?

## 2. Literature Review

In the next section, we endeavor in the review of some studies related to the topic under scrutiny. The said studies shed light on the use ICTs in higher education and in EFL context. Likewise, we reviewed the Case of ICTs in the teaching of the writing skill and the use of GC in English Language Learning (ELL).

### 2.1 ICTs in Higher Education

Worldwide the use of technology in education serves several purposes. Among them, from a pedagogical perspective, experts highlight that it helps improve efficiency and efficacy in the classroom (UNESCO, 2016, p. 54). Also, it can be a tool to promote social mobility and inclusion in the sense that if teachers use it pertinently, they can develop the necessary skills that students will need to cope with the fast-changing demands of a globalized society (pp. 10-11). It is expected that technology can persuade educators to transcend and revolutionize the conventional methods used to teach in the last 30 years. Notwithstanding, such expectations have not been reached yet. The reasons are many, but the ones that concern scholars are the inability of professors to use this tool to boost students' autonomy and augment their academic performance (Ghavifekr, Kunjappan, Ramasamy, & Anthony, 2016, pp 43-44). It seems that when teachers are in front of technological tools, the equipment becomes extremely complex and expensive for them to use. Given this reality, in the last decade, the integration of ICTs in higher education has been a constant priority by many governments and officials in different nations.

These efforts have allowed universities to offer better technological tools and resources to students. Curricula have also been updated, as now these technological tools are embedded. As a matter of fact, changes with respect to curriculum and course design, course delivery, and planning have emerged as part of the curricular development (UNESCO, 2015, p. 5). In 2015, ministers of education, high-level government officials, representatives of civil society organizations, teachers' organizations, United Nations (UN) agencies, development partners, members of the academia, and the private sector gathered at the International Conference on Information and Communication Technology in Qingdao, China. They all agreed to acknowledge the need to provide equitable access and use of ICTs in every country. Furthermore, they endorsed the creation of policies to unlock ICTs for quality and relevance of learning and their integration into teaching and learning as foundational tools to succeed in society today (UNESCO,

2015, pp. 3-4).

In Latin America, the results of the implementation of these policies have displayed positive results in countries such as Mexico and Colombia. For instance, in the university of Guadalajara, Lopez de la Madrid (2007) highlighted that ICTs implemented in the medical Syllabus of Surgeons and Obstetricians of the Southern University Center (CUSUR) have shown that more and more students search for more updated information in databases. Also, students are using the Internet as a useful tool for doing research, and they can currently work now in a more collaborative way by using forums, blogs, and chats (pp. 78-79). In the Colombian setting, the incorporation of ICTs in the educational field has allowed teachers to find innovative uses for these tools. To illustrate this, it is common for professors to use the Internet to search for information, implement software for administrative purposes, and utilize apps to prepare didactic material (Castañeda, Pimienta, & Jaraillo, 2008, pp. 3-4). On the other hand, the same study showed that for students, ICTs were especially convenient for the presentation of information in the classroom, the search for information as a classroom activity, and the elaboration of digital products outside and inside of it (p. 3).

In brief, the cases mentioned illustrate the benefits of technology in superior education; such as apps and software that ease teachers' and students' work and boost the teaching and learning process. On the other hand, we elaborated on the international policies implemented with the purpose of training students with the necessary skills to succeed in the job market. On this account, it becomes paramount to analyze the use of ICTs in the context where the present study takes place.

### *2.2 ICTs in EFL Contexts: The Case of Costa Rica*

Those higher education institutions in which the professors have embraced the use of ICTs in the teaching of English have reported positive outcomes. An illustration of this is put into perspective through a study conducted by Chaves, Chaves, and Rojas in 2015. It was aimed at identifying and analyzing the use of ICTs and pedagogical mediation utilized by the School of Literature and Language Sciences (SLLS) English Department for class enrichment purposes. The methodology was grounded on a survey applied to 25 academics imparting EFL courses. They answered a series of questions geared towards the improvement of the Bachelor's in English Teaching at SLLS through the use of ICTs in the classroom. Chaves et al. made clear that, to ensure high standards of quality in the program, the UNA has motivated its instructors to mediate activities and significant learning experiences by empowering them in the use of ICTs. Needless to say, they have been trained regarding the use of e-learning tools as means to promote learning, share experiences, rebuild knowledge, and reinforce the macro and micro-linguistic skills (p. 161).

The findings of the said research pointed out that thanks to this empowerment, both traditional and modern technological devices have converged in the classroom. Additionally, the authors remarked that certain e-learning spaces-- such as the email, virtual forums, educational platforms, Skype, wikis, Prezi, Youtube, Voki, Voicethread, online-mapping applications, blogs, and social networks-- have gained entry into the mediation of the English Department professors through an array of activities like recordings of dialogues and descriptions, pronunciation and vocabulary exercises, compositions, infographics, and other tasks that simplify students' learning and assist them in the development of their linguistic functions (p. 169). In the same vein, the informants reported that they were highly satisfied with the use of technologies, as these means approach students to native speakers of English, facilitate students' independent study through tutorials, provide instructors with visual aids and materials for pronunciation and listening comprehension tasks, and ease communication between professors and students. The academics also highlighted that the resources found on the web are innovative, dynamic, free, user-friendly, efficient, and expedite. For the professors surveyed, the importance of ICTs lies in that they feel updated upon using the technological resources, in that students' special needs are fulfilled in a full-fledged way, in that it is easier to obtain the materials available, and in that technology exposes students to more linguistic input and research sources (p. 172).

It is evident that professors in EFL contexts are becoming more and more inclined to incorporating ICTs in their lessons. Even so, at this point, we need to mention that the shortage of studies related to the teaching of writing in the EFL class reveals that it is a topic covertly explored in the Costa Rican context and thus requires more attention.

### *2.3 The Case of ICTs in the Teaching of the Writing Skill*

One of the few studies that demonstrates how technology is implemented to teach writing in the Costa Rican EFL context was conducted by Quesada (2006). Such research revealed the extent to which Cyberl@b, an online interactive platform to assist EFL teachers and learners of III Cycle in the Ministry of Public Education (MEP) through an array of online exercises, can be beneficial to have students practice writing along the other linguistic skills in an engaging and autonomous way (Quesada, 2006, p. 1-25).

Notwithstanding the above, studies conducted in other contexts, such as the one by Ziad (2016), shed light on how learning platforms similar to GC have been employed to teach writing in the past. Ziad's research took place in the Hassan II University, Moroto. It was aimed at empirically investigating semester-two students' attitude towards Moodle by explaining the extent to which students accept Moodle-hosted activities and assignments in a composition course and to which Moodle increases students' engagement with writing activities and assignments. To achieve this aim, the researcher used three data collection tools like a Moodle-generated survey, a focus group, and Moodle activities reports. The study indicated that Moodle as a learning platform was useful to develop collaborative writing activities, keep students motivated while practicing and learning out of class, and provide and receive feedback. Additionally, the participants of Ziad's study acceptance towards the tool was high inasmuch as students agreed that, aside from having difficulties with enrollment, the tool performed better than other platforms. Nevertheless, the students' perceptions varied because some rendered the said learning tool unhelpful to improve writing as long as the instructor and the onsite part of the course did not meet the requirements expected. Others attributed their progress to a combination of factors, including Moodle-based activities, while other students related their improvement directly to the platform used (pp. 314-330).

Following the previous study, it is imperative to review how GC has been used in EFL contexts to teach writing. Unfortunately, no literature was found in this regard, yet we believe it is important to make reference to studies that provide the reader with nuances on how GC has been utilized in English Language Learning (ELL). With this being said, our study will work to solve the deficiencies in the literature and thus contribute to our field of study.

#### *2.4 The Use of GC in ELL*

GC is an online e-learning platform released in 2014 that is already being used by many ELT professionals worldwide. Even though nothing did we find regarding studies that measure the effectiveness of this tool to assist EFL learners in the learning of their writing skill, Kasula (2016) made an invitation to reflect upon whether or not ELL is ready for this tool grounded on his experience with it, the action-research he has conducted, and a series of small-scale interviews with his colleagues. He sustained that GC can better allow teachers "[...] to display class objectives, activities, and assignments in an orderly, focused, productive and transparent manner for students, teachers, and administrators" (p.11). Moreover, GC is connected to Google Drive, enabling students to create and use documents in an online word processor, spreadsheets, and presentation programs in individual, collaborative, and group-based activities. Despite its usefulness, he recommends teachers to get self-trained and provide students with the opportunity to become accustomed to the tool to tackle the difficulties that arise more effectively. For example, Kasula remarked that its interactive nature through the Web 2.0 is affected when posts become cluttered with comments that hinder discussions in forum activities and when the overuse of posts makes the platform look disorganized. At last, the author reflected upon the pending issues when using the tool in ELL and encouraged teachers to employ this platform granted that Google Inc's adaptive tendencies are likely to make the tool even more appealing in the near future (pp. 11-12).

### **3. Methodology**

This section will refer to methodological aspects of the research like the type of research, background of the study, and data analysis, which will allow to broaden the perspective on the procedures, characteristics, and principles followed to systematize the experience.

#### *3.1 Type of Research*

The study itself is an action research because it has the following characteristics. According to Rumbel and Mills (2016), first, it is necessary to mention that the research was conducted grounded on the experience in the classroom (p. 476). Second, we looked critically at our own teaching so that it could be enhanced by increasing both its effectiveness and quality (p. 476). Then, we as a team of EFL professors, following Rumbel and Mills (2016), have been autonomous to determine the nature of the investigation and are committed to continued professional development and school improvement by reflecting systematically on our practices. Our intent was to seek solutions to problems related to students' learning in the school context; thus, we constantly posed questions, gathered data, reflected, and decided on a course of action to solve an educational problem (p. 479). We concluded that one way to solve the issue encountered inside the classroom was by providing a remedial plan to work outside the classroom. This action plan, which will be later described, is action oriented, and its aim is to understand and improve practice (p. 489).

### 3.2 Background of the Study

For this study, we considered to work with a group of 20 sophomore EFL students enrolled in a writing course called Composition, part of the Bachelor's in English Teaching at UNA, Coto Campus. At the start of this course, the learners had already taken two Integrated Skills courses in which the basic nuances of writing were taught. Considering the importance of technologies in the field of ELL, the professor of the course, who is also one of the researchers of this study, decided upon implementing GC as a way to interact with his students, upload information studied and additional practices, and assign take-home evaluations. With respect to the latter aspect, the course entailed as part of its summative assessment the students' written participation in the next four tasks on the platform selected.

1. The first was a question in which the students were provided with a cartoon of a female student sleeping in at the beginning of the semester but staying up late at the end of the course. The students had to engage in a forum to discuss what they planned to do to avoid the situation portrayed in the cartoon. The activity was aimed at assessing how the students used dependent and independent clauses in their writing.
2. The second evaluation was a cine-forum in which the students responded through written posts to the drama film *Freedom Writers* by Richard LaGravenese. The purpose of the task was to motivate the students about the importance of writing for their professional lives and assess their writing in general, stressing on the use of mechanics.
3. The third task consisted of an exercise in which the students were given three paragraphs without a topic sentence. The purpose of the activity was to create such topic sentences as a way to review the topic.
4. In regard to the fourth task, the students were requested to write their first academic paragraph of the course, taking into account aspects, such as the topic sentence, supporting details, the concluding idea, grammar, and mechanics.

As a result of the previous tasks and the practices and didactic material uploaded on the platform, the students were expected to manage their learning in an autonomous and guided way that rendered writing as a product and a process in and out of the classroom environment. The different activities proposed as well as the other uses given to the platform constitute an action plan meant to be assessed and analyzed in the second research question of this study. At this point, it is pertinent to mention that it is not part of the scope of this study to measure the effectiveness of the action plan in the improvement of writing but rather to provide insights into what the students have to say about it and the reflections that researcher 1 as the professor of the course yielded after implementing this tool.

### 3.3 Data Analysis

Two instruments were administered to conduct this study through Google Forms. Survey for Students #1 had the purpose to collect information about EFL sophomore college students' writing habits outside the classroom and how they, as language learners, practice this skill through ICTs. A total of 10 students completed the survey. This was composed of eight close-ended questions and two open-ended questions at the end of the questionnaire. This instrument was administered at the onset of the study to answer questions #1 and #2 created at the beginning of this paper. The survey can be accessed through the link: <https://docs.google.com/forms/d/e/1FAIpQLSep3JbuAswBPBYnzWSGEWX327CAsYiYDRs0Nv71AeuM2UutGQ/viewform?c=0&w=1>

Survey for Students #2 was aimed at collecting information about the students' perceptions of GC and how this platform may have contributed to the development of their writing skill in the Composition course. The instrument was answered by 9 students and consisted of close-ended and open-ended questions which provided data that allowed answering the research questions #2 posed at the beginning of this study. The questionnaire was answered at the end of the study and can be accessed through the link:

[https://docs.google.com/forms/d/e/1FAIpQLSdAMHRtaD6aLTCVsMyFCzpxljSM\\_V5ccfPG7k4EDhiwuFKxFw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdAMHRtaD6aLTCVsMyFCzpxljSM_V5ccfPG7k4EDhiwuFKxFw/viewform?usp=sf_link)

At this point, it is pertinent to mention that there were many difficulties to have all students enrolled in the course answer the instruments through Google Forms although the professor sent reminders and invitations to collaborate with the research. Additionally, the information distilled through both instruments was compared and analyzed by using detailed descriptions and graphs that permitted a later reflection of the findings obtained.

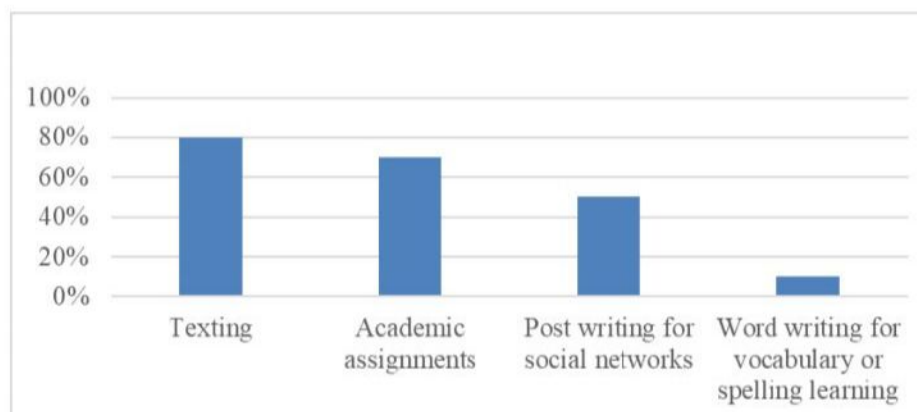
#### 4. Findings and Analysis

Next, we will answer the research questions posed at the beginning of the study. More precisely, we will elaborate on the ways in which students practice their writing skill in out-of- class contexts and the impact of GC in developing students' composition skills.

##### 4.1 Ways to Practice the Writing Skill outside the Classroom

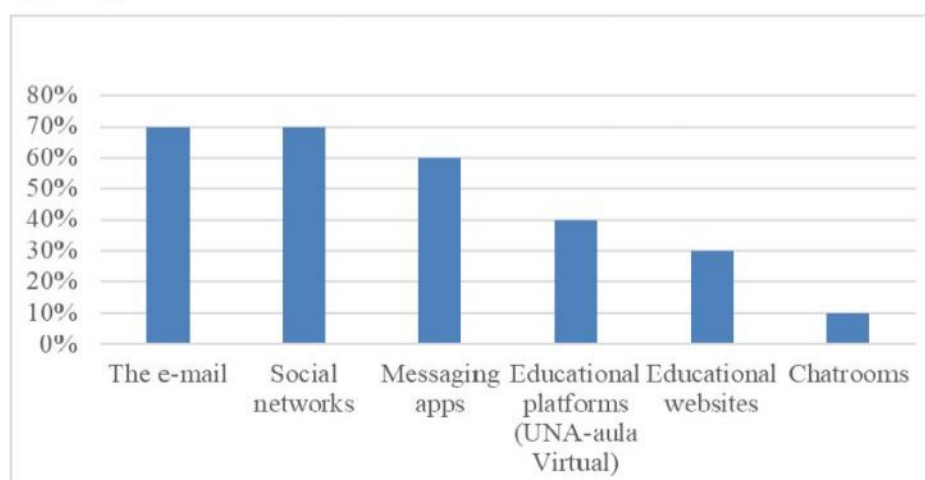
This section covers aspects such as the frequency in which this skill is practiced, the activities carried out, the hardware and applications used to generate pieces of written work, and the reasons to use ICTs to practice writing.

Initially, students were asked to mention how often they practice their writing skill outside the classroom. The results obtained display a positive panorama from the start, for they indicate that 60% of informants stick to this practice at least once a week. In this sense, it is clear that most students are willing to look for opportunities to develop learning autonomy and boost their language performance in their written production. This finding can be further supported by analyzing students' responses with respect to the activities practiced in non-classroom learning spaces, which are presented in Figure 1. Here is illustrated how student use technology to carry out writing activities that allow them to be independent learners out of the classroom.



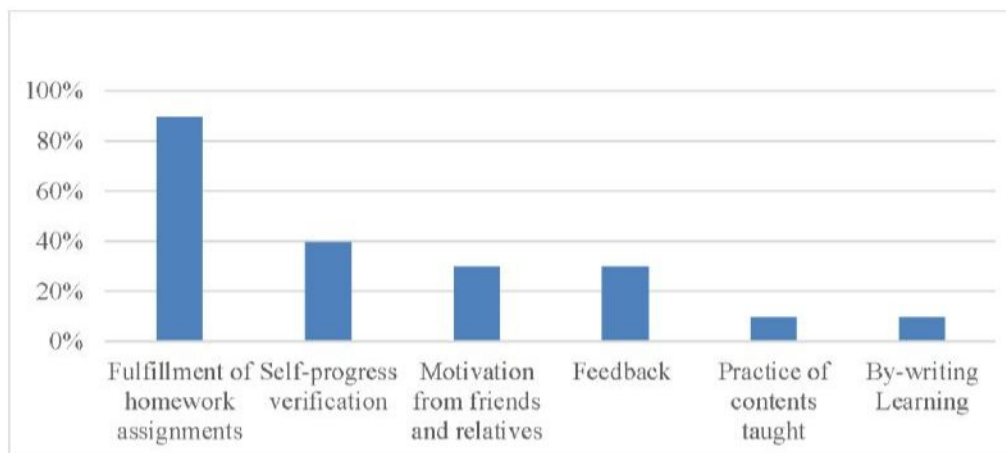
**Figure 1.** Writing Activities Practiced by Students outside the Classroom

The numbers presented in this graph evidence that the students surveyed opt for options that embrace the use of ICTs insofar as the percentage of learners that practice activities like texting or posting messages on social networks in the target language is higher than the one for academic assignments and word writing for vocabulary or spelling learning. The survey also revealed that these students resort to their cellphones (100%), their computers (90%), and their tablets (10%) to perform the aforementioned activities. Such devices are utilized through the websites and applications noted in Figure 2.



**Figure 2.** Websites and Applications Used to Practice Writing Outside the Classroom

The graph displayed in Figure 2 discloses two important findings. First, the increasing popularity of more informal technological methods -social networks and messaging apps- needs to be considered for out-of-class engagement of students in their learning of the productive skill scrutinized. Second, the prominent use of more formal means, such as the e-mail, educational platforms, and educational websites, is a sign of the academic concerns that students hold to improve their writing. This analysis can be intertwined with the fact that, according to Figure 1, the academic activities still seem to play an important role in the development of students' writing in an autonomous way. As a matter of fact, comparing the results of Figure 1 and Figure 2, the informants' perceptions about improving their writing for academic or professional intents seems clearer. In Figure 3, we provide informants' reasons to write in English out of class.

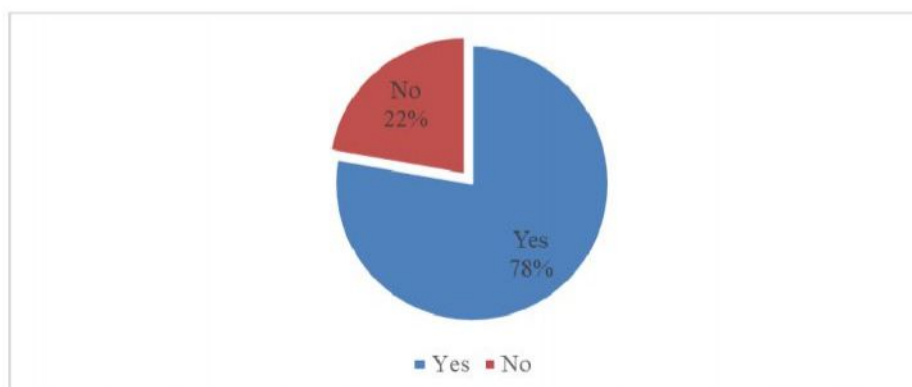


**Figure 3.** Reasons for Students to Write outside the Classroom

After analyzing this graph, it is conspicuous that students' motives to write out of class are mostly academic providing that aspects like fulfillment of homework assignments, self-progress verification, feedback, practice of contents taught, and by-writing learning are deemed by students to develop their writing. For this reason, it is imperative to make more useful and attractive those ICTs that students can use for academic purposes, e.g. educational platforms. In this way, students' autonomy when learning can be fostered.

#### 4.2 Impact of GC in the Development of Students' Writing Skill outside the Classroom

In this section, the results from Figure 4 show that 78% of students think that GC helped them develop their writing skill. They said phrases such as the following: (1) "it is an easy way to do our homework at any moment;" (2) "[GC] helped us because we can practice more;" (3) "[it] was easy to use, and I really enjoyed the activities that we did." Other students highlighted that this tool forced them to practice more providing that they were asked to complete extra practices on a weekly basis. In general, they described the tool with adjectives like easy, practical, interactive, accessible, and useful.



**Figure 4.** Extent to which GC Helped Students Develop Their Writing Skill

Regarding the informants' expectations before using the platform, they anticipated that the tool would be useful; they also hoped that this platform could help them simplify doing their assignments and improve their writing skill by practicing with the homework assigned. Additionally, the students expressed that they wanted to learn how to write in a better way and take advantage of this tool. Moreover, other students held that GC would assist them in their learning of vocabulary. After using the platform some of these desirable wants were fulfilled; for instance, the results from Survey 2 displayed that all students enjoyed participating in the GC activities proposed by the instructor, which were described previously in the methodology section. Furthermore, others pointed out that GC was essential to practice more and make progress in their writing. One student in particular mentioned that such tool helped him/her to work on his/her own and by doing this the student gained confidence to produce without other people's help.

Based on the previous data, it is evident that this platform influenced students' behavior directly considering the time invested in developing their writing skill. When comparing Survey 1 and 2, it is perceived that students in an unconscious way linked certain technological tools to entertainment such as social networks, and other platforms were linked to academic purposes such as GC. Thus, they may prefer to spend more time on social networks instead of using GC to practice their writing skill. Then, regarding the reasons why they write outside the class, it seems that the tool GC plays a major role in motivating students to practice their writing instead of using their time on non-educational technological tools or social networks. It was a thought-provoking datum to see that students do not write outside the classroom as a hobby, instead they write for communicative purposes mainly. The extent to which an innovative tool affects students' writing skill development in a positive manner will depend heavily upon the amount of time devoted to using the platform in their free time.

## 5. Conclusions and Final Reflections

Since the beginning, both of us, researcher 1 and 2, engaged in a critical dialogue about our experiences using technological platforms in our courses. At the start, we agreed that some educational platforms can be unattractive and unfamiliar for students despite the fact that the research conducted by researcher 2 (2016) showed that e-learning platforms improved students' participation.

However, the findings of the present action-research suppose a broader space for reflection. First, the activities and ICTs used by students to practice the language outside the classroom are clear indicators that they look forward to being more independent learners. This can be linked to the contributions underpinned by Quesada (2006), Zúñiga (2015) and Chaves et. al (2015) who acknowledged the usefulness of virtual platforms to help students learn in an autonomous way. This was not the exception when implementing GC to assist students' in the enhancement of their writing skill. Through the teaching experience of researcher 1 in the writing course, though, it was noticed that when teaching certain topics, students constantly asked to upload additional practice in the platform. This leads us to ask ourselves: to what extent is this educational platform helpful to foster learning autonomy if the teacher has to provide the means to learn in this way? This question seems to be unanswered although we recognize that the platform contributes in the development of independence when learning, for it makes students to work on their own through the activities assigned and the extra practice given.

Another significant result obtained from the study is related to students' expectations before using GC. As a matter of fact, the platform fulfilled their predictions because they expected the tool to be useful; they also hoped that GC would help them simplify doing their assignments and polish their writing skill. This coincides with Ziad's (2016) conclusion on Moodle: a learning platform useful to develop writing activities that can keep students motivated while practicing and learning out of class. In this scenario, it is pertinent to clarify that GC and Moodle platforms are not the same; there are slight differences to consider before using them; notwithstanding, such technological tools can satisfy students' needs and expectations if they are used to innovate in a course. That is what researcher 1 aimed at doing with his action plan in the platform, and the results are highly satisfactory in accordance with the results of the surveys applied and our reflections as researchers, as the platform also met our expectations in helping students practice the writing skill in an engaging, autonomous, and interactive manner.

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**THE EFFECTIVENESS OF USING GOOGLE CLASSROOM TO DEVELOP READING COMPREHENSION AT TENTH GRADE OF SMA NEGERI 7 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2021/2022**

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**Abstract:** This research aimed to know the effectiveness of using Google Classroom to develop students' reading comprehension. In conducting the research, the writer used quasi experimental method. The writer took two classes first class as experimental class and the second class as control class. The main technique in measuring students' reading comprehension was multiple choices which consisted of 40 items test. The result showed that  $H_a$  was accepted. It was obtained that  $t_{test} = 3.97$ ,  $t_{table}$  for  $\alpha = 0.05$  was 1.67 and for  $\alpha = 0.01$  was 2.39 ( $3.97 > 1.67 < 2.39$ ). So  $H_a$  was accepted. It means that there was an effectiveness of using Google Classroom to develop reading comprehension at tenth grade of SMA Negeri 7 Bandar Lampung in the academic year 2021/2022. Based on the result above, it is clear that Google Classroom is an effective media that could be used in teaching reading by the teacher and can be used to improve students' reading comprehension.

**Keyword:** Google Classroom, Reading Comprehension

## **INTRODUCTION**

Reading is the only way to send thoughts or ideas to others. Reading is also an important skill in learning English, which requires a considerable investment from students. Many high school students don't know the importance of reading, so they're just spending a few of times on it. That's not right, because being good at reading can help them learn other English skills more effectively. In addition, practicing reading skills will help students learn about new types of vocabulary and strategies for reading skills. Reading skills and the main reasons for this cause the problem.

Based on the experience of teaching researchers and school internships, the difficulty of reading that researchers found in teaching reading in the classroom was that the teacher still used traditional strategies where he only asked students to read a book and had fewer parts to read while reading was a complex activity. Reading is an extremely complex process that no one can explain satisfactorily, Reading activities created within an interactive framework have increasingly focused on teaching students to activate and apply their prior knowledge. This focus is manifested in what are known as pre-reading activities, which are activities undertaken to build and activate their background knowledge. Reading comprehension may seem unnecessary because the term is used so widely and its meaning is assumed to be generally understood, many students consider reading to be a waste of time, despite the fact that reading provides them with a wealth of previously unknown information.

Digital technology is increasingly being used in education, particularly in learning activities. The benefits of digital technology

are not limited to information situations; it also has a significant impact on the educational world through online and offline learning. Learning is no longer limited by space, distance, or time, thanks to technological advancements. Online learning is widely used as a media that supports education, especially in today's learning. Blended learning is a brilliant way to support this issue by bridging the gap between traditional face-to-face interaction and online learning. Many educators all over the area of the world construct their effective learning activity through online platforms in supporting the blended learning.

Based on the researcher's experience when making observations and interview at SMAN 7 Bandar Lampung, teachers are using Google classroom as an e-learning tool in the current pandemic. Based on an interview with one of the English teachers Mrs. Rima Roylitha, S.Pd, the reason they use Google Classroom because it is easy to use and has a lot of space. Therefore, the researcher would apply Google Classroom to learning reading.

Google Classroom is an integrated test assessment system for learning management that can be used to provide teaching materials. Google Classroom is a Google product that is connected to Gmail and Google Drive. The many facilities provided by Google Classroom will make it easier for teachers to carry out learning activities. Learning is meant not only in the classroom, but also outside the classroom, because students can learn anywhere and at any time by accessing the Google Classroom online. Different of the other learning media, the advantages of Google Classroom media are the problems of efficiency and effectiveness in learning. Researchers, try to apply Google Classroom in learning to read to increase students' interest in reading. In this study,

researchers were inspired by CALL (Computer Assesment Language Learning). According to the subject CALL researchers will apply e-learning to increase student interest in learning English, especially in reading skills. The use of Google Classroom is expected to increase students' reading interest, by using technology that can be done anywhere easily, can help students in conducting teaching and learning activities digitally. At the high school level, E-learning is still uncommon, leaving students unsure of how to learn using technology such as Google Classroom, whereas at the college or university level, at least one course will use E-learning. . This research is also expected to be a change or learning for students to use technology as a learning tool. In this research, researchers focused on how to develop students' reading skills using Google Classroom media. The main reason for this research is that there are several features in the Google Classroom that are effectively used by teachers and students in reading learning processes.

### **The Objective of The Research**

1. To find out whether there is an effective reading comprehension of students using Google Classroom.
2. To investigate the effective technological aspects used in reading comprehension.

### **Frame of Theory**

#### **Concept of Reading**

According to William Grabe (2009:13), reading comprehension abilities are quite complex and that they vary in numerous ways depending on tasks, motivations, goals and language abilities. One might even get the impression that large differences exist among the various ways of reading. However, a set of common underlying

processes are activated as we read. In this section, we outline the way that reading comprehension processes are likely to work for skilled readers, assuming a purpose of general comprehension of a longer text (like when we read a book at night before going to sleep).

Reading is an activity for a purpose. A person may read for the purpose of obtaining information or verifying existing knowledge. A person may also read for pleasure or to improve the knowledge of the language to be read. Reading plays an important role in civic life as well. Through reading, individuals are kept informed of the political, social, and economic and cultural problems of their country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior; it shapes our thinking and actions. The purpose of reading is to bring the ideas of the text into line with what you have already known. The reader must understand the subject that he/she reads in order to connect the ideas.

According to Grabe William and L. Fredrika (2009:7-9), the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

#### **Concept of Reading Comprehension**

Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Therefore, in reading the readers should be active participants in catching the meaning from the text.

Danielle S. McNamara (2007:4) says Comprehension is not always effortless and fast, of course. When beginning readers

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struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. This happens when proficient adult readers struggle with technical expository text on unfamiliar arcane topics, such as a mortgage on a house or the schematics of computer's operating system.

According to C.Snow (2002:11) states comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This process is seen as interactive process that consists of three elements: 1) the text as being comprehended, 2) the reader that is doing the comprehending, 3) the activity in which comprehension is a part. Reading comprehension capacity builds on successful initial reading instruction and the fact that children who can read words accurately and rapidly have a good foundation for progressing well in comprehending. Reading comprehension involves way more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) similarly as variables related to the text itself (interest in text, understanding of text types).

Furthermore, C. Snow (2002:9) Reading comprehension is usually a primary focus of instruction in the post-primary grades, after readers have largely mastered word recognition skills, although comprehension of text should be an integral part of reading instruction with beginning readers as well. Instruction in oral language, vocabulary, and listening comprehension should be a focus starting in preschool and continuing throughout the elementary grades.

Based on theories above, the writer concludes that reading comprehension can be defines as a simultaneous process of constructing meaning of the written text and relating it to the life experience.

### **Component of Teaching Reading**

Maharaj (2008) states that there are five components in teaching reading to help the students understand the meaning of the passage. They are phonemic awareness, word recognition, comprehension, vocabulary and fluency.

#### **1. Phonemic Awareness**

Phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Before children learn to read print, they need to become aware of how sounds in words work. They need to understand that words are made up of speech sounds or phonemes.

#### **2. Word Recognition**

The two main elements involved in word recognition are phonics and sight words. Phonics means decoding a word by breaking it down into units (syllables and letters). Phonics instruction teaches children the relationship between the letters of written language and individual sounds of spoken language. Sight words involve the learner in recognising a word by its shape, length and other features.

#### **3. Comprehension**

Comprehension has to be developed from the very start. It cannot be left until the learners are able to break words down into their components or until they can read a certain number of sight words.

#### **4. Vocabulary**

To develop as readers, learners need to have knowledge and understanding of a wide

range of word. Knowing many words will help with fluency as well as the comprehension of the text. Some vocabulary can be learned incidentally from the context of the text that the learner is reading, but there is also a need to reach vocabulary in a planned, deliberate way.

#### 5. Fluency

Fluency in reading means the ability to read texts smoothly, accurately and with understanding. Fluency is a key indicator of comprehension. If the learners are reading just one word at a time, without fluency, it probably means that they also have problems in understanding the text.

#### **Concept of Google Classroom**

Google Classroom is an application that creates classroom creation in cyberspace. In addition, Google Classroom can be a means of distributing tasks, sending assignments, assessing tasks collected (Herman in Hammi 2017: 26). Thus, this application can help strengthen teachers and students in carrying out a deeper learning process. This is because students and teachers can collect assignments, distribute assignments, and assess assignments at home or anywhere without being bound by time or class hours. Google classrooms are designed to interact with teachers and students in cyberspace. This application provides an opportunity for teachers to explore the scientific ideas they have with students. The teacher has the flexibility of time to share scientific studies and provide independent assignments to students in addition; the teacher can also open space for student discussion online. However, there are absolute requirements in implementing the Google class, which requires quality internet access.

Google Classroom combines Google Drive for assignment creation and delivery, Google Docs, Google form, Sheets, and Slides for writing, Gmail for communications, and Google Calendar for scheduling. Students can be invited to join classes via a private code, or be automatically imported from the school domain. Each class creates a separate folder in each user's Drive, where students can submit work for the teacher to grade. Mobile application, available for iOS and Android devices, lets users take photos and attach assignments, share files from other apps, and access information offline. The teacher can monitor progress for each student, and once assessed, the teacher can return to work together via comments.

Google Classroom ties Google Drive, Google Docs, Sheets and Slides, Google form and Gmail together to help educational institutions transition to paperless systems. Google Calendar was then integrated to help determine due dates, field visits, and class speakers. Students can be invited to classrooms via the institution database, via a private code which can then be added to the student user interface or automatically imported from the school domain. Each class created with Google Classroom creates a separate folder in each user's Google Drive, where students can submit work for a teacher to grade.

#### **Google Form as a Google Classroom feature in Reading Comprehension**

Google forms are an excellent way to teach and assess reading comprehension. Google Forms are a go-to resource for many teachers because they are an easy-to-use resource that students can access at school or at home. Add to that the increased engagement with a digital activity, and

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you've got the recipe for a fantastic reading comprehension lesson.

Instead of printing the information, students can easily access it online via Google Forms to read and answer questions. Google Forms whether used in class or for at-home learning, are simple to assign, self-grading, and offer a unique twist on the traditional passage.

These Google Forms nonfiction reading passages are ideal for focusing on reading comprehension. Each of these Google Forms reading comprehension activities provides students with a high interest reading passage and standards-based reading comprehension questions. They are also improving their technological skills as they type and submit answers using the form. As more states move to online standardized testing, students will have more opportunities to practice reading and responding online.

Google Forms is a free online tool that allows you to create surveys, quizzes, and other interactive forms. It is part of Google's web-based apps suite, which also includes Google Docs, Google Sheets, Google Slides, and other tools. It's a versatile tool that can be used for a variety of purposes, including gathering RSVPs for an event and creating a pop quiz. You can ask open-ended and closed-ended questions in Google Forms. To collect data, you can use drop down menus, multiple choice, checklists, rating scales, and text boxes with short answers. The following are examples of questions that can be included in a Google Form: Text, paragraph text, multiple choice, checkboxes, and so on. Scale, Grid, Date, and Time are all options.

Google Forms can assist you in creating a professional-looking form. There are themes available, allowing you and your students to

choose from more than twenty pre-set designs. Furthermore, a custom option encourages creativity. Customization is possible for the header, text, form background, and page background. It's entertaining to look through the header image library (some of which are animated). One feature I like is the ability to change the background of the page. To create a unique look, you can upload a photo, take a screenshot, or load an image from a URL or Google Drive. With so many web apps limiting the creative process, it's refreshing to see that form appearance in Google Forms is not limited to just a few templates. Google Forms enables you and your students to collect data in a variety of ways. A form can be included in the body of an email, allowing respondents to submit their responses directly from their Inbox. A link can be generated that allows respondents to answer the questions using a web-based form. As an additional option for data collection, code can be generated and then embedded into a blog or web page. Additionally, if a paper/pencil method is preferred, the form can be converted into a PDF file using Google Chrome.

### **Procedure of using Google Classroom**

#### **1. Planning**

In preparing the classes, the researcher designed a syllabus to meet the purpose of the course. The syllabus was designed for 14 meetings. The meetings began with the theory for reading comprehension before the researcher assigned the students to do the assignment in Google Classroom.

#### **2. Implementing**

The researcher introduced how to use Google Classroom to the students and asked them to install the application on their Smartphone to access it easily. The syllabus was distributed to the students so that they

know the purpose of the course and know what to do.

### 3. Observing

The observation was conducted during in online meetings. The researcher gave the students text, asks them to read the text and try to answer the questions. Then the researcher typed the comment on the Google Classroom to give feedback, corrections, or suggestions.

### 4. Reflecting

In this step, the researcher analyzed the collected data. There was multiple choices test, 40 items with five options a, b, c, d, e in the Google Classroom. The purpose of this assessment is that the students will learn how to identify the main idea of the text, find new vocabulary and etc.

## **METHOD OF THE RESEARCH**

The research method used in this research is quantitative research. This study aims to determine the effectiveness of using Google Classroom on students' reading comprehension. The objectives of this study were to investigate the using of Google Classroom in develop reading comprehension, how students' perceptions when engaging with Google Classroom in the learning process, and what obstacles encountered in implementing it. The methodology applied in this study is quasi experimental research which was conducted among 66 students of grade X IPS 4 and X IPS 5 of SMAN 7 Bandar Lampung. Based on Cresswell (2008: 123), "A quasi experimental study is a scientific study in which the variables appear intentionally has to be made, and then gives a direct control over the variable being observed. A variable is a characteristic or attribute of an individual or organization that can be measured or observed and various among

individuals or organization studied". Because the writer only took two classes such as: the first class as an experimental class the writer used Google Classroom and the second class a control class the writer used direct instruction. While the data was collected by reading comprehension tests and filling the questionnaire were used to gain their perceptions about Google Classroom. The result showed that using Google classroom could develop students' scores on reading comprehension; this was indicated by comparing experimental class and control class. Regarding students' perceptions of using Google Classroom, its revealed that some students still preferred to study in the classroom since they could interact directly and easily with the teacher. On the contrary, some of them would choose learning by Google Classroom because it is more interesting and easier to access whenever and whatever they are. The obstacles encountered in the learning processes were unstable internet connection in the school and unskilled teachers to operate the application. Therefore, using technology has to consider the devices and sophisticated equipment to support a better system in the learning process. Besides, the humans to operate the system should be trained well in order for the learning process to be going smoothly.

In this research, the writer will use multiple choices test which offers a useful way of testing reading comprehension. It is used to know the students' reading ability. The test consists of 40 items with five options a, b, c, d and e. The score of each correct item is 2.5. The highest score is 100 and the lowest score is 0. The researcher uses descriptive text according to the syllabus at SMA Negeri 7 Bandar Lampung, the text that will be given is in the form of historical places and popular places. Researchers conducted 4

meetings and the first researcher will distribute pre test to find out what students know about the material, then give some examples of descriptive text to students by reading together and the researcher will explain the text to help students understanding and the last meeting the researcher will give post tests in Google Classroom to collect the data.

To know the coefficients influence the researcher used product moment formula and to find out the reliability of the instrument, the researcher used split-half method. Then the researcher did some steps as follows:

1. Giving out the item test to the students as sample of try student that taken from out of respondent.
2. Dividing the test into even and odd
3. Analyzing the result by using product moment formula
4. Calculating of the reliability of the test, the researcher used Spearman Brown's formula.

Consulting the result with the criteria of reliability as follows:

1. Reliability between 0.800 – 1.000 is very high.
2. Reliability between 0.600 – 0.800 is high.
3. Reliability between 0.400– 0.600 is fair.
4. Reliability between 0.200 – 0.400 is low.
5. Reliability between 0.000 – 0.200 is lowest.

To analyze the data to find out the hypothesis test, the researcher will calculate the normality and homogeneity of the test. In normality of the test, the researcher used Chi Square ratio (  $x^2_{ratio}$  ) and in homogeneity test used the homogeneity of variance.

## **REPORT AND DISCUSSION**

### **Report**

The researcher explained the result of data normality test in experimental class, the data normality test in control class, the homogeneity test of variance, the hypotheses test, the equality test of two averages score, the difference test of two averages score and discussion.

### **Data Normality Test of Experimental Class**

The writer used test on experimental class in order to see students' ability in reading comprehension. After presenting whole materials using Google Classroom media on experimental class and gave the test.

From the result on table, it shows that the highest score is 85 and the lowest score is 50 with (n) = 28 students in X IPS 4.

The researcher obtained:

$$N_1 = 28$$

$$f_1 x_1 = 1938$$

$$f_1 x_1^2 = 136683$$

The average score:

$$\bar{X} = 69.21$$

Standard deviation

$$S_1^2 = \sqrt{94.29}$$

$$S_1 = 9.71$$

Based on the calculating above, it was obtained at significant level of 0.05 and also 0.01 that  $x^2_{ratio} < x^2_{table}$  (6.83 < 7.81). Since  $x^2_{ratio} < x^2_{table}$  therefore, the criterion  $H_1$  was accepted. It means that the data have normal distribution.

### **Data Normality Test of Control Class**

The writer used test in control class in order to see the students' achievement in reading ability. After presenting whole material using Direct Instruction in control class and gave the test.



From the result above it shows that the highest score is 72.5 and the lowest score is 37,5 with (n) = 28 students in X IPS 5.

The researcher obtained:

$$N_1 = 28$$

$$f_{1x_1} = 1652$$

$$f_{1x_{1,2}} = 99459.25$$

The average:

$$\bar{X} = 59$$

Standard deviation:

$$S_1 = \sqrt{7375}$$

$$S_1 = 8.59$$

Based on the calculating above, it was obtained at significant level of 0.05 and also 0.01 that  $x^2_{ratio} < x^2_{table}$  (6.83 < 7.81). Since  $x^2_{ratio} < x^2_{table}$  therefore, the criterion  $H_1$  was accepted. It means that the data have normal distribution.

### The Homogeneity Test of Variance

Based on the analyzing the data, the researcher found that  $F_{ratio}$  was 1.13.  $F_{table}$  at significant level of 0.05 was 1.88. Since  $F_{ratio} < F_{table}$ , therefore  $H_0$  was accepted ("1.13 < 1.88). It means that the variance of the data in experimental class and control class are homogeneous.

### Hypothesis Test

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

It was obtained:  $S = 9.17$  and  $t_{test} = 3.97$

### The Difference Hypothesis of Two Averages

Based on the calculating above,  $t_{test}$  was higher than  $t_{table}$  3.97 > 2.00. Therefore,  $H_a$  was accepted. It means that the average score of reading comprehension which was taught through using Google Classroom is higher than which taught through Direct instruction at the tenth grade of SMA N 7 Bandar Lampung in 2021/2022.

### Discussion

Based on the data analysis by using t-test and testing of hypotheses. The writer got the result that  $H_a$  was accepted. It showed by  $t_{test}$  was higher than  $t_{table}$  with significance level 5% (3.97 > 1.67). It means that there is significant effectiveness of using Google Classroom to develop students' reading comprehension. It was proved by the average score in experimental class was higher than in control class (69.21 > 59 and 4.06 > 2.00 < 2.66).

By using Google Classroom students can be interested in learning reading everywhere and it make their more active in learning activity. Google Classroom could be used to improve students' reading comprehension include the especially on reading. Such as, getting main idea of the text, Easy access to re-read the materials, less paper to save the text, and last make reading more interesting. Google Classroom gives a better influence to students Senior High School, because by using this technology the teacher teaches reading in easy way. Google Classroom is a great, flexible way to ensure that every student gets just what they need, and you can easily delete and recreate classes as you see fit. Google Classroom can help students become and stay engaged in the learning process. If students answer questions in Classroom, for example, other students can comment on these answers and deepen thought for both students.

*The Effectiveness of Using Google Classroom to Develop Reading Comprehension at Tenth Grade of SMA Negeri 7 Bandar Lampung in 2021/2022*

## **Conclusion**

Based on the result of the data analysis and hypothesis test, the writer concluded that: There was an effectiveness of using Google Classroom to develop students' reading comprehension at tenth grade of SMA N 7 Bandar Lampung in 2021/2022. It can be seen that the result  $t_{test} = 3.97$ ,  $t_{table}$  for  $\alpha = 0.05$  was 1.67 and for  $\alpha = 0.01$  was 2.39 ( $3.97 > 1.67 < 2.39$ ).

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## INVESTIGATING THE IMPLEMENTATION OF GOOGLE CLASSROOM TO IMPROVE READING COMPREHENSION: ADVANTAGE AND DISADVANTAGE

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Article Info	Abstract
<b>Article History</b> Received: February 2021 Revised: April 2021 Published: April 2021	<i>When deciding to use the media, of course, the decision to use the media must be able to accept the advantages and disadvantages of the media. The advantages of media users are expected to increase understanding in using the media. On the other hand, the disadvantages when using media are expected to be minimized</i>
<b>Keywords</b> Google classroom; Reading Comprehension;	<i>This study investigates the advantages and disadvantages and the effectiveness of using Google classroom media to improve students' reading comprehension. The method used is a descriptive qualitative study. This study indicates that the use of Google Classroom media is effective in the learning process in ELT settings. This research presents the benefits of using this media in the learning process to improve reading comprehension. It can be accessed anytime and anywhere, flexible time, and a more innovative learning model (based on E-learning). Some of the benefits that can be obtained from using Google media, some shortcomings are encountered when using this media. Students must have a Google account; there is no face-to-face class; must be connected to the internet; and waste of internet financing.</i>
<b>How to cite:</b> Susanti, L., Juninang, E., & Hamamah. (2021). Investigating the implementation of google classroom to improve reading comprehension: Advantage and disadvantage, <i>JOLLT Journal of Languages and Language Teaching</i> , 9(2), 204-211, DOI: <a href="https://doi.org/10.33394/jollt.v%vi%i.3491">https://doi.org/10.33394/jollt.v%vi%i.3491</a>	

### INTRODUCTION

Technological development continues to grow along with the progress of the times continue to globalize. It has an impact on various aspects, including the world of education. The number of applications offered to facilitate the learning process is also a result of the impact of technological advances that impact education. E-Learning is one of the concepts of the Learning Management System (LMS). It is designed to define specifications for the process, instruction, or instructional resources, evaluate and disclose data obtained automatically using electronic means. For instance, computers or electronic devices such as software or other electronic media are used for different purposes (Ferdianto & Dwiniasih, 2019). LMS (Learning Management system) is the most widely used software in educational technology, one of which is Google Classroom, for example, Moodle, Blackboard, Edmodo, Schoology, Google Classroom, etc.

Easy internet access also provides extensive opportunities for online-based education. According to Inoue and Pengnate in Alim (2019), Google Classroom also helps to reduce costs incurred due to the use of more inexpensive stationery and other raw material and can minimize time-consuming energy. In addition, Hammi, in Nirfayanti (2019), argues that Google Classroom is a technology that allows cyberspace classrooms to be developed. Google Classroom can also be used to allocate assignments, request evaluations, and even review submitted assignments. Google Classroom itself can be interpreted as an online-based class. Google Classroom is a new tool that was introduced in Google Apps for Education in

2014. Some of the advantages of using Google class media include being accessible anytime and anywhere, flexible time, more innovative learning models (based on E-learning).

Google Classroom as a medium can be used in the learning process. This class allows teachers to quickly develop and organize work, provide feedback effectively and communicate easily with their class. According to Donald Yates (2017) in Sukmawati (2019), Google Classroom is to provide an integrated learning environment in schools to facilitate the development of paperwork and marking for students. Google classroom media offered is expected to improve the level of education better. In this case, Google Classroom is applied in learning to read comprehension. The importance of reading learning is also contained in the 1945 Constitution that emphasizes the importance of reading and writing proficiency and proficiency, proficiency arithmetic, and communication skills " Khasanah, (2016). It is clear that reading is one of the keys to achieving other abilities such as writing, counting to communicate. In addition, Strevens in Verdiansyah (2020) argues that the ability to read is a crucial tool between both the teacher and the learner because reading gives access to a broad range of language skills and knowledge. Next, Ruslan (2019) says that reading activities are very important for everyone to increase their knowledge.

On the other hand, according to the Dean in Muslaini (2017), reading is more than simply seeing sentences, more than spelling out written words properly, and more than understanding the significance of individual words. Reading is not only looking at words in the book and pronouncing them, but knowing all the elements of a book. Talking about knowing the element of reading, it's not separated from reading comprehension. it's in accordance with Cain's statement in Ahmadi (2017), which argues that Reading comprehension is classified by incorporating a range of processes involving language, reading ability, word knowledge, and fluency as the process of making meaning. This is consistent with the theory of Mickulecky & Jeffries in Ismail (2017) that reading is very important because it can develop the general language skills of students in English; helping students think in English, expanding the English vocabulary of students, improving their writing, and it can be a good way to get new insights, information, and experiences. Also, McMaster, Espin, & Van den Broek in Setyadi et al. (2019) asserted that reading comprehension is a method of consciously gaining meaning through the involvement of readers with information and expertise relevant to the quality of reading.

In several previous studies, the involvement of Google Classroom emphasized the effectiveness of Google Classroom, Perceptions of the use of Google Classroom, Google Classroom as a learning medium in a university, Google Classroom as a supporter of the Teaching and Learning Process in this study. The author wants to convey the role of Google Classroom as a medium to improve reading skills ability. According to Hakim (2016) in Sabran (2019), the Google Classroom application aims to simplify the learning process and help teachers manage classes. Some features contained in the Google Classroom media can be utilized by teachers to further facilitate learning activities in the Google Classroom media. Next, Hamiyah and Jauhar (2014) in Pradana (2017) say the learning model is a design prepared through visual media to help visualize the message contained in it to achieve the objectives of the learning process.

The importance of good reading skills greatly affects students' understanding of reading activities. Besides being able to obtain a lot of useful information and insights, reading can also foster students' creativity. This study aims to determine the advantages and disadvantages as well as the effectiveness of using Google classroom media in the learning process.

## RESEARCH METHOD

### Research Design

This research uses the descriptive qualitative method. According to Cresswel (2014), qualitative research is one of the research techniques that provide concise evidence in the form of speech or writing, and a person's action that is analyzed in a specific context that is studied from a systematic, comprehensive, and integrated viewpoint.

### Population and sample

This research was conducted at the PDD campus of the Pontianak State Polytechnic in Putussibau, West Kalimantan. The population in this study was the first semester students of Aquaculture Technology (TBP). The reason for taking this population is that students cannot be separated from the learning process. The presence of Google Classroom certainly has a significant influence both on the advantages of using Google Classroom and the disadvantages of using Google Classroom. With this population, it is hoped that Google Classroom can effectively use some of its features in the learning process. The total number of samples in the study consisted of two classes, namely TBP A and TBP B, totaling 30 students

### Instruments

The instruments of this study employ observation, questionnaires, and documentation. Observations were made to observe student activities to obtain data related to the object of research. In this study, the observation used as participant observation in which the researcher was directly involved with the object under study. Further data collection was carried out through questionnaires. The questionnaire used is a closed questionnaire, where students can directly choose the answers that have been provided. The questionnaire items of this study can be presented in Table 1 as follows.

Table 1  
Research Questionnaire of the Use of Google Classroom

No	Questions	Answers			
		SD	D	A	SA
1	Google Classroom can be used in the distance learning process.				
2	Google Classroom provides convenience that can be accessed at any time.				
3	There are many advantages when using Google Classroom.				
4	When using Google Classroom we will find many advantages.				
5	Google Classroom makes it easier for teachers to manage online classes.				
6	Google Classroom makes it easy for both the teachers and students to interact.				
7	Google Classroom can improve reading comprehension.				
8	Do you agree that Google Classroom is the main learning medium in the learning process.				
9	Do you agree that Google Classroom is a financially efficient application.				
10	Do you agree that Google Classroom is a medium that is very easy to use in the learning process.				
SD	: Strongly Disagree				
D	: Disagree				
A	: Agree				
SA	: Strongly Agree				

The latest data collected from the documentation. This research documentation in the form of lesson plans, textbooks, worksheets, and student attendance. The documentation aims to confirm that the implementation of the google classroom happens in the school.

## Data Analysis

The data analysis in this study was carried out in several steps. The first step is observation. This observation was carried out on TBP students as research objects. This is done to obtain accurate information. In addition to student involvement as the object under study, the direct involvement of researchers also plays a very important role in the observation of this research because this observation is participant observation. So that researchers can directly observe every activity using the sense of sight or hearing. In line with that, Guba and Lincoln in Hamzah (2019) said that observation is an activity related to the senses so that they can obtain the information needed to be able to answer problems in research. In this study, the researcher involved himself in every activity and noted important things that happened in the field regarding research. The second step in this research is a questionnaire. In addition to making observations, researchers also conducted surveys by giving questionnaires to students about the advantages and disadvantages of Google Classroom. Furthermore is the documentation analysis. The documentation analysis in this research was carried out by presenting the documentation data obtained in the field into a narrative test in the form of field.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

This section contains the results of research and analysis done with an emphasis on the answer to the problems. The author(s) is recommended to discuss the results according to the findings. In research findings, the author(s) is expected to report the results of procedures in the previous section and to display the data (text, tables, and/or figures) that supports further discussion. Any kind of data should be displayed chronologically, as mentioned in the section about methods. The percentage of the use of google classroom can be seen in Table 2 as follows.

Table 2  
Recapitulation of Aquaculture Technology (TBP) survey

No	Alternatif	Jumlah	Persentase %
1	Strongly Agree	4	13.33
2	Agree	24	80,00
3	Disagree	2	6,67
4	Strongly disagree	0	0

The recapitulation of the TBP student survey shows the results that Google Classroom can be used in the learning process. The many advantages of using Google Classroom can minimize the shortcomings when using Google Classroom. This is evidenced by the results that state that TBP students agree that the Google Classroom application provides a lot of convenience in the learning process. The acquisition of 80.00% strongly agrees 13.33%, disagrees as much as 6.67%, and for the category strongly disagrees 0%.

### *The advantages of Google Classroom media to increase reading comprehension*

One of the benefits of Google classroom media is the convenience that can be accessed anytime and anywhere. It can be accessed anytime and anywhere. This makes it easier to use Google classroom learning media. In addition to easy access to learning, it also makes it easier for students to find references related to the material being discussed. Also, Google classroom media is an online-based class; flexible time provides convenience for students and teachers. So the learning process can be carried out by the agreed agreement. Because it is done in a paperless way, the learning process using this media saves time both for teachers and students. In addition, students can also complete assignments more on time.

Many facilities offered in the Google Classroom media facilitate students in using the learning management system. One of them is the availability of the "classwork" menu. This menu will group files into two, namely task files and material files. Google Classroom allows for more purposeful and effective teaching and learning activities by simplifying worksheets, increasing collaboration, and fostering communication. Teachers can build courses, give tasks, provide reviews and see everything in one place. Some of the advantages contained in the findings in this study are also supported by the results of previous research conducted by Laili and Muflihah in 2020, which stated that Google Classroom was very effective and efficient and had a significant effect on student writing performance. In addition, Soni et al. (2018) say that learning activities through Google Classroom are more effective because both teachers and students can have conversations through applications offered by Google.

#### *The disadvantages of Google Classroom media to increase reading comprehension*

One of the requirements to be able to use Google Classroom learning media is that every participant or student must have a Google account by registering with a Google account. To get the Google facility for free, first, register a Google account which can be done for free. Various facilities are offered, one of which is the Google classroom. Google classroom is an online-based classroom. There are no face-to-face classes, all done through e-learning. This is certainly not as optimal as when learning is done by interacting directly. Many shortcomings when choosing not to use classrooms, as usual, one of which is the absence of direct interaction between students and teachers. Of course, this can also have an effect on students' emotions. If students normally learn from collaboration and togetherness by using the learning process with this E-learning system, the students' character is unconsciously directed at individualism.

This is the most important thing when choosing to use a Google media classroom, an internet-based class. The location and situation of the signal certainly greatly affect the connection to the internet network. Therefore, learning with Google classroom media cannot be used when no internet service supports it. Therefore this media may not be used in certain areas that do not have stable networks. In addition, internet service has become an obstacle, and internet costs are also a consideration in using online-based learning media, in this case, especially Google classroom media. This cannot be avoided if we choose to use media that is connected to the internet network, so we must be prepared with a cost that is not insignificant compared to the offline learning process.

## **Discussion**

#### *The role of Google Classroom media to increase reading comprehension*

The flexible time provided by Google Classroom makes it easier to access anytime and anywhere. The innovative learning offered provides a special attraction for students who use Google Classroom as a substitute class for face-to-face classes into synchronous and asynchronous classes. Google Classroom can send files and images and videos that support learning can be sent through this application. By Google Drive, all assignments, Google Docs, Sheets, and slides can be easily accessed. Thus, the convenience offered by Google Classroom, consciously or not, can increase students' understanding and reading proficiency because every step provided by Google classroom requires students to be more careful so that they can go to the next step to reduce virtual classrooms.



Figure 1. how to submit assignments in Google Classroom

Each student must send an assignment, whether it is a quiz assignment, multiple-choice, or a question that has been given through Google Classroom. Through the image instructions above, teachers can follow the steps in submitting an assignment. Besides having a forum room for discussion, Google Classroom also provides a comment column that can be used to ask questions or provide comments in private.

*The effectiveness of Google Classroom media to increase reading comprehension*

The setting process is comfortable and allows making the learning process more effective, and students only need to have a Google account to be able to connect and take classes virtually. With Google Classroom, it can save time, and the convenience offered by Google Classroom is very helpful for both educators and students. Whether they realize it or not, students will be more careful in using the Google Classroom application or in doing assignments because they are required to reduce the existing steps both in using Google Classroom in the learning process so that they will read every available section. Students can also provide feedback comments directly, as in face-to-face class. Google Classroom also offers convenience in the form of secure data storage. Students or teachers can directly see the assignments and grades that have been given in this application.

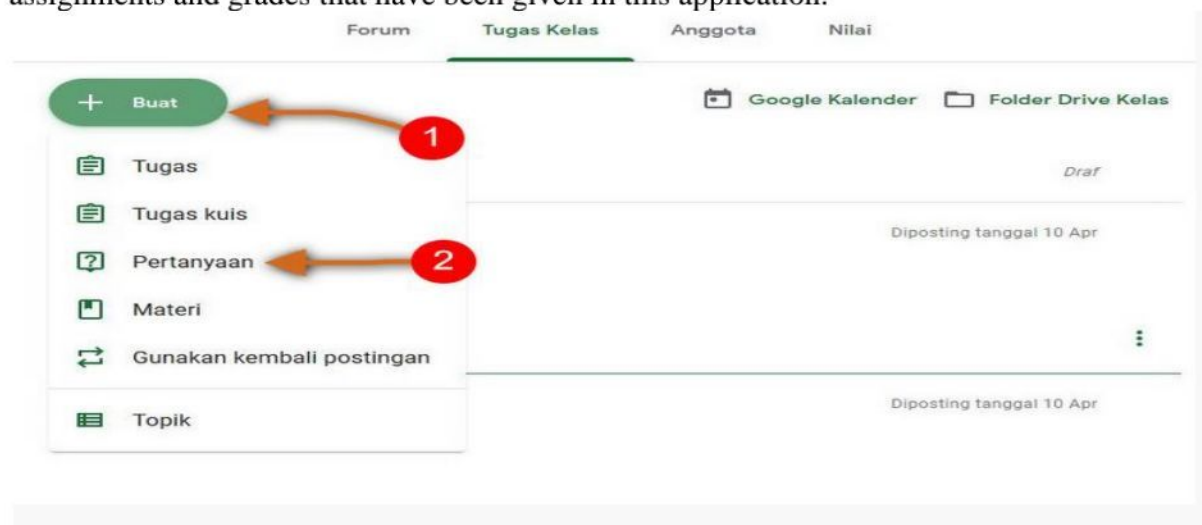


Figure 2. how to make an assignment

The picture above shows how to create assignments in Google Classroom. This application also provides a choice of the form of the assignment that we will use, for example



assignments in the form of material, quizzes (multiple choice), or assignments in the form of essay questions.

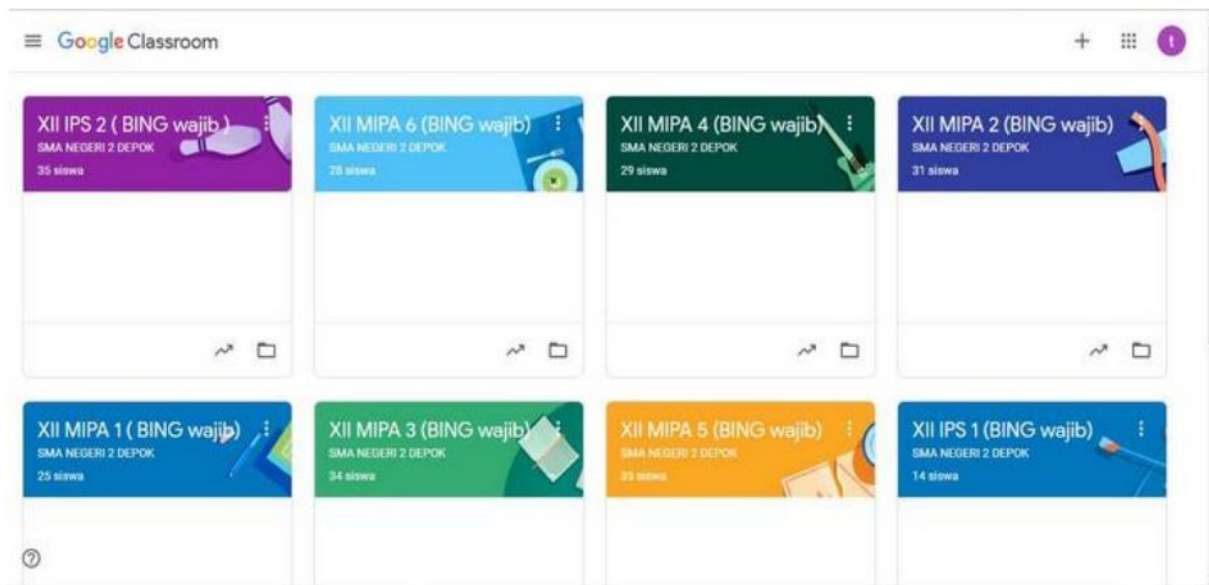


Figure 3. how to create a few class in one Google Classroom media

The picture above shows one of the Google Classroom features that can help the learning process become easier. With one Google Classroom application, the teacher can create several classes of subjects. This is very helpful and saves space and time in class management.

## CONCLUSION

The latest features offered by Google classroom greatly assist students in doing assignments with flexible access time. As well as innovative learning can help students be more creative. From some of the conveniences offered by the Google classroom media, several things must be considered when using this learning media. The ease of access offered must be by the circumstances. Every student who follows e-learning in the form of Google classroom must have an account first. Besides that, when there are problems regarding the material presented, students can only ask questions through Google classroom, and the teacher also responds through Google classroom, so when there are obstacles encountered by students and they cannot get a response directly because there are no face-to-face classes. This is certainly different from the presence of classes directly. Finally, in addition to the aforementioned obstacles, internet costs are also one of the inhibiting factors in joining Google classroom. The use of Google Classroom provides quite a convenience with the features offered. From this explanation, this study can be concluded that the Google classroom media is not the only perfect media, but the Google classroom media can provide fresh air for easier and wider access, considering that this media is netted on the internet.

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## **The Use of Google Classroom Application to Improve Students Reading Comprehension of Narrative Texts**

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**Abstract:** *The present study aims to investigate whether google classroom application improves the students' reading comprehension better than conventional class, and to find out the aspect of reading comprehension improve the most after being taught by google classroom application. The samples of this research were 50 students at the eighth grade of SMPN 37 Bandar Lampung which were divided into two classes namely 25 students of VIII E as experimental class and 25 students of VIII B as the control. The data were obtained from the reading comprehension test. Independent sample t-test and Paired sample t-test in SPSS (Statistical Program for Social Science) 17.0 was used to analyze the data.*

*The results showed that google classroom application improved the students' reading comprehension skill better than conventional class, since there was a significant difference of Normalized Gain between experimental and control class. It was revealed that  $t$ -observed was higher than  $t$ -table ( $10.517 > 2.011$ ) with the significance level less than 0.05 ( $0.000 < 0.05$ ). As a result, the first hypothesis was accepted. It indicated that the reading comprehension medium was one of the factors which affected the students' reading comprehension achievement. Moreover, the reading comprehension achievement of students who were taught by using google classroom application increases higher than the reading comprehension achievement of students who were taught by using conventional class. It indicated that google classroom application was better than conventional class to enhance the students' reading comprehension especially specific information, and main idea. It could be concluded that google classroom application in teaching reading comprehension was regarded as being more effective to encourage students to be involved in the process of teaching and learning activities than the use of google classroom application.*

**Keywords:** *Google Classroom Application, Conventional Class, Reading Comprehension.*

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### **I. Introduction**

Teaching English is giving knowledge and instruction to develop students' ability in English as foreign language. While in teaching English, the teachers are indirectly showing the skills in the target language. In the field of language teaching, it is stated that teaching English focuses on the mastery of four language skills, namely: listening, speaking, reading, and writing (Depdiknas, 2013). Speaking and writing involved language production, so they were regarded as productive skills. On the other hand, listening and reading involve receiving message, so they were regarded as receptive skills. In relation with the competence above, reading as one of the four major skills needs to be taught. Among those four skills that were learned by the students, reading was one of language skills which have to be acquired by the students.

Reading, as one of language skills, had a very important role. The students should comprehend the reading for certain purpose however it needs a practical and suitable method. The idea was supported by the fact that reading had a part of daily life. Reading could not be separated from daily activities. Students read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading students can get a lot of information, knowledge, enjoyment and even problem solution. Reading could be seen as an interactive process between a reader and a text which leads to automatically or reading fluency (Alyousef, 2005). Reading is a way to find ideas, information and knowledge from a written source. Reading lets someone get meaning from the interaction of his or her prior knowledge with the presented information in the text that he or she reads. According to Murcia (2001: 154), reading would create a kind of circle where a text, a reader, and a social context can interact from one to another. In conclusion, there are three important things in reading.

Reading in English requires a set of thinking skills that grow out of the spoken and written use of the English language. Teaching reading in standard of English to second-language learners and other limited English proficient students means helping them acquire the literate behaviors, the ways of thinking about text, that are practiced by native speaker of English (Mikulecky, 2008). Consequently, teachers could not assume that students who are good readers in their native language can simply apply successfully the same skill to reading in English. Making meaning from text is difficult for students because comprehension is complex process that

demands much from the readers. As quoted by Zygoris-Coe (2009), National Reading Panel defined “comprehension as the intentional thinking during which meaning is constructed between the reader and text”. This implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning.

Based on the researcher’s experienced when conducting teaching observation at the second grade of SMPN 8 Bandar Lampung (2015), it could be reported that while the researcher was giving a reading task, the students tended to do the task without reading the text and they just kept asking the answer of their friends. On the other hands, they just focus with their phone. Moreover, Pulliam D. (2017) stated that teachers have to focus on delivering the information to the students that are paying attention, their mental effort may be working at full capacity.

There were so many learning technology that can be used in teaching reading in this era, for that reason the researcher focuses on Google classroom application to promote the technology in industrial revolution 4.0. Since, google classroom application learning could promote a stimulating relationship between the teacher and the students, and it consequently enhances the attempts at building a better learning support to facilitate learning. Moreover, google classroom application could be interesting thing to attract students in learning and as we know over the course of the last decade, many changes have occurred that promote and support teachers to adopt technology in education. The Virtual classroom, a synchronous form of e-learning has been embraced by many organizations in their attempt to promote workforce learning while trying to cut travel time and costs associated with face to face instructor-led training.( Xanthoula, A 2015). Google classroom application is considered as one of the best platforms out there for enhancing teachers' workflow. "It provides a set of powerful features that make it an ideal tool to use with students. Google classroom application helps teachers save time, keep classes organized, and improve communication with students. Based on the previous studies above, the researcher was interested to investigate teaching reading narrative text through Google classroom application as a Learning Technology. The researcher hoped that through google classroom application, students will be interested and stimulated when they are reading a text, so it would make them more easily to comprehend the text. Considering the statements above, the researcher would like to find out the students’ achievement in the use of google classroom application apps toward reading comprehension of narrative text in an experimental research entitled “The Use of Google Classroom Application toward Reading Comprehension of Narrative Texts”

Based on the background problems, the researcher formulated the research questions as followed:

1. Is there a significant difference of the students’ reading comprehension achievement of narrative texts before and after using google classroom application?
2. What aspect of reading comprehension improves the most after being taught by google classroom application?

There are several objectives in this research: 1. To find out whether there is a significant difference of the students’ reading comprehension ability of narrative texts before and after the use of google classroom application. 2. To investigate what aspects of reading comprehension improve the most after being taught using google classroom application application?

## II. Material and Methods

The research was quantitative research. According to Mir (2018), the experimental design was a test under controlled conditions that was made to demonstrate a known truth or examine the validity of a hypothesis. Actually, there are several types of experimental designs that can be used in quantitative study. The aim of this research was to find out the significant difference between the students taught by conventional and google classroom application. The design of this research was an experimental design. It means that in this research there were two classes that were taken as the observation of the research. The research design is presented as follows:

**Table 3.1.**Research Design

Group/ Class	Pretest	Independent Variable	Posttest
E	Y <sub>1</sub>	X <sub>1</sub>	Y <sub>2</sub>
C	Y <sub>1</sub>	X <sub>2</sub>	Y <sub>2</sub>

(Source: Adapted from Ary, et.al, 2010)

While:

- E : Experimental Class
- C : Control Class
- Y<sub>1</sub> : Reading Comprehension pretest
- Y<sub>2</sub> : Reading Comprehension posttest
- X<sub>1</sub> : google classroom application

X<sub>2</sub> : Conventional class

In this step, the researcher elaborates deeply about the population and sample of this research, the technique in sampling.

The term population refers to all the members of a particular group. It was an interesting group that is to be generalized by researchers as the result of study. In this research, the population was all the students at the eighth grade of SMPN 37 Bandar Lampung. There were 166 students at the eighth grade of SMPN 37 Bandar Lampung which were divided into five classes. The eighth grade was chosen based on the curriculum. At this level, the students must have studied narrative text and reading comprehension. Therefore, google classroom can be implemented.

A sample can be defined as a small group that is observed or a portion of a population (Ary, et.al, 2010: 148). The samples of this research were grouped into experimental and control. Random sampling based on the class was employed in this research. The students were randomly chosen from five classes at the tenth grade of SMPN 37 Bandar Lampung. The researcher took two classes namely VIII E as experimental and VIII B as the control. There were 25 students at VIII A (10 males, 15 females) and 25 at VIII B (9 males, 16 females). So, there were 50 students as the research samples.

### III. Result and Discussion

The pre-test was done on February 28th, 2020 in order to measure the entry point of the students' reading comprehension achievement. There were 50 test items in 60 minutes with four options for each and one was the correct answer and the rest were distractors. The following table was the comparison of the students' reading comprehension achievement in the pre-test.

Table 4.1. Comparison of The Students' Reading Comprehension Achievement in The Pre-Test  
Descriptive Statistics

{1, EGS, 2, CGS}	N	Minimum	Maximum	Mean
SCORE Experimental Group	25	50	66	54.32
Control Group	25	50	60	54.16

The descriptive information for the students' reading comprehension achievement in the pre- test was presented in Table 4.1. As the table illustrates, there were 25 students in both groups and their mean score of the experimental group is higher than their mean score of control group (54,32>54,16). In addition, the minimum score of the experimental group was 50 whereas the minimum score of the control group was 50. Besides, the maximum score of the experimental group was 66, and the maximum score of the control group, which is 60. On the other hand, the students' reading comprehension achievement in both groups was below the standard of minimum completeness of mastery learning for junior high school 37 Bandar Lampung, which is 74.

After implementing the treatments of teaching reading comprehension through google classroom application app in three meetings, the post test was administered on February 28<sup>th</sup>, 2020 until March 28<sup>th</sup>, 2020. It was aimed to find out the students' reading comprehension achievement after the treatments were given. The form, time, and material in the post test were the same as the pre-test. The following table is the comparison of the students' vocabulary achievement in the post test.

Table 4.2. Comparison of the Students' Reading Comprehension Achievement in the Post Test  
Descriptive Statistics

{1, EGS, 2, CGS}	N	Minimum	Maximum	Mean
SCORE Experimental Group	25	76	98	81.92
Control Group	25	56	80	70.28

The descriptive information for the students' reading comprehension achievement after being taught through google classroom application was presented in Table 4.2. As the table illustrates, there are 25 students in both groups and their mean score of experimental group was higher than their mean score of control group (81.99>70.28). In addition, the minimum score of the experimental group was 76 whereas the minimum score of the control group is 56. Besides, the maximum score of the experimental group was 98 whereas the maximum score of the control group was 80. On the other hand, some students' reading comprehension achievements in the control group were still below the standard of minimum completeness of mastery learning for junior high school 37 Bandar Lampung whereas the students' reading comprehension achievement in the experimental group was above the standard of minimum completeness of mastery learning for junior high school 37 Bandar Lampung, which is 74.

The difference of the students' reading comprehension achievement in each word class after being taught through google classroom application was also investigated by the researcher. This research focused on content words (inference, main idea, reference, specific information, vocabulary) since they were appropriate with the strategy. The data were obtained from the students' reading comprehension pre-test and post test scores. The following table was the difference of the students' reading comprehension achievement in each word class.

Table 4.6. Difference of the Students' Reading Comprehension Achievement in Each Aspect

Reading Comprehension Aspects	Experimental			Control		
	Pretest	Posttest	N-Gain (%)	Pretest	Posttest	N-Gain (%)
Inference	11.28	16.08	50.73	9.60	12.72	26.96
Main Idea	10.72	19.44	94.06	9.36	16.48	66.97
Reference	10.96	16.00	52.20	9.36	12.80	29.85
Specific Inform	10.72	17.52	72.60	9.68	12.72	27.71
Vocabulary	10.56	16.40	61.27	9.68	12.56	24.71

In general, the table above shows that all aspects of students' reading comprehension skills increased respectively in both experimental and control class. It can be seen that the mean of each aspect in the posttest of both classes was higher than pretest. However, the students of experimental class who were taught by google classroom application have higher improvements in all aspects than control class who were taught by conventional class. The data proved that the mean of N-Gain inference of experimental class (50.73) is higher than control (26.96), N-Gain main idea (94.06>66.96), N-Gain reference (52.20>29.85), N-Gain specific information (72.60>27.71), N-Gain vocabulary (61.27>24.71).

In addition, there was a statistically significant difference in the students' reading comprehension achievement in the five aspects between those taught with google classroom application and control class. On the other hand, the students who were taught with google classroom application have the higher increase in N-Gain main idea (94.06), N-Gain specific information (72.60), N-Gain vocabulary (61.27), reference (52.20) and inference (50.73).

#### IV. Conclusion

The analysis of independent group  $t_{test}$  shows that there is a statistically significant difference in reading comprehension achievement between students who are taught with google classroom application. It indicates that a google classroom application has more advantages on students' reading comprehension achievement than control class. In addition, learning experiences of a google classroom application arranged for students' needs to increase reading comprehension achievement. By the time, the students interested in this kind of teaching, they were more accustomed to understand the meaning of narrative text through google classroom application as an application. Then, it is helpful for students to finish certain tasks in group in order to find out ideas and elaborate the information through discussion and feedback either from the member of the small group or the the teacher. This demonstrated that it is a new challenging way which enables junior high school students to make greater increases in their reading comprehension achievement.

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## THE USE OF GOOGLE CLASSROOM APPLICATION FOR WRITING AND SPEAKING IN ENGLISH EDUCATION CLASS

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**Abstract:** The development of application in smartphone makes people use it in the process of teaching and learning activities. This research aims to discover students' lived experience of using Google Classroom application as the media for submitting English assignments in the form of writing and speaking. The method used in this research was hermeneutic-phenomenology study. It focuses on description and interpretation of lived experience. The instruments used are in-depth interview, observation, and document review. The findings are distributed into empirical themes and transcendent themes. Based on the research, Google Classroom enhances writing and speaking skills in the form of assignments.

**Keywords – Writing, Speaking, Google Classroom, Lived Experience, Empirical Themes, Transcendent Themes**

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### **INTRODUCTION**

Technology develops fast nowadays. Smartphone is one type of technology development. Smartphone has different innovation from time to time. People use smartphone in their daily life and for everyday use. There are many applications that can be learned in smartphone. Google classroom application is the example of application for learning in the smartphone. Google classroom application is used by many students to submit assignment.

The development of technology gives impacts to the teaching-learning process especially in language learning. Dudeney and Hockly (2007: 7) state that “the term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communication technology.” It enhances online learning. Online learning uses a good internet connection (Dudeney and Hockly, 2007: 152). Learners can also access learning through mobile phone. Dudeney and Hockly (2007: 8) state that “technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access centre; it can also be used at home.” Technology in the classroom supports teaching-learning activities. Dudeney and Hockly (2007: 10) state that “the use of technology in the classroom does not replace using traditional materials such as a black/whiteboard or a coursebook – rather technology tools are used to complement and enhance regular classroom work.”

English is an important language. It is considered as an international language. English has been considered as lingua franca (Harmer, 2001 : 1). Hence, mastering English language is needed in the present days. People can go international when they have good English. English itself has four main skills, namely listening, speaking, reading, and writing.

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.

Speaking is another skill in English language learning. Speaking is used in daily life by many people for communication. Thornbury (2005: 1) states that “the average person produces tens of thousands of words a day.” In teaching speaking, the students can do tasks. Brown (2007: 243) states that “All of these are “communicative” and part of the nature of CLT, but the task itself is designed to equip learners with communicative language needed to give someone directions.”

The previous researches are conducted in the use of technology in education area. There are three previous researches. The first is Heggart and Yoo’s research (2018). It is about pedagogical framework in using Google Classroom. The second is Azhar and Iqbal’s research (2018). It is about teachers’ perceptions on the use of Google Classroom. The third is Elizabeth Campbell’s research (2008). It is about lived experience in teaching and learning.

Considering the development of technology in which Google Classroom is a new application for learning, development of teaching-learning by using mobile phone



application, and the importance of English writing skill and speaking skill, the writer focuses the research on students' lived experience in the use of Google Classroom application as learning media for English writing and speaking.

Google classroom application can be used by students in different levels of education. However, this research is limited several areas. Firstly, this study is limited in the context of Palembang. In Palembang, the research is implemented in Musi Charitas Catholic University. Secondly, this study is limited in the use of Google classroom for writing and speaking. Listening and reading are not included in this study for the use of Google Classroom.

The research question in this research is: What is students' lived experience of using Google Classroom application in English writing and speaking like?

The research goals in this research are divided into two goals. The first is to discover the logical truth of students' lived experience in using Google Classroom application for English writing and speaking. The second is to describe and interpret students' lived experience in using Google Classroom application for English writing and speaking.

This research has three benefits. The first benefit is for the participants. The participants can learn English skills by using Google Classroom application. The students can do the English tasks in writing and speaking with the application in smartphone. They can also enhance their writing and speaking ability in English. The second benefit is for the audience. The research can give a new perspective to the readers of the use smartphone application as the media in writing and speaking. Technology can be used in the classroom. The third benefit is for the researcher. The research can improve self-actualization in using Google Classroom application as media for writing and speaking.

### *Lived Experience*

Lived experience has connection to phenomenology and hermeneutics. Van Mannen (1990: 1) states that "a human science research approach, showing a semiotic employment of the methods of phenomenology and hermeneutics." Hence, phenomena are studied in lived experience. "We raise questions, gather data, describe a phenomenon, and construct textual interpretations" (Van Mannen, 1990: 1). After describing phenomena, interpretation is needed.

Phenomenology and hermeneutics are different. "Phenomenology describes how one orients to lived experience, hermeneutics describes how one interprets the "texts" of

life, and semiotics is used here to develop a practical writing or linguistic approach to the method of phenomenology and hermeneutics” (Van Mannen, 1990: 4).

Hermeneutic phenomenology relates to description and interpretation. It “construct a full interpretative description of some aspect of the life world, and yet to remain aware that lived life is always more complex than any explication of meaning can reveal.” (Van Mannen, 1990: 18). Lived experience relates to pedagogy of teaching. “Pedagogy is the activity of teaching, parenting, educating, or generally living with children, that requires practical acting in concrete situations and relations” (Van Mannen, 1990: 2).

Lived experience can be used in language teaching-learning process. Four descriptions need to follow some suggestions for lived-experience (Van Mannen, 1990: 64-65). Firstly, it only describes real experiences. Secondly, it describes textual descriptions of mind and text. Thirdly, it focuses on specific events. Fourthly, it does not focus on the beautification of texts. The focus on description and interpretation is to get meaning. “The purpose of phenomenological reflection is to try to grasp the essential meaning of something” (VanMannen, 1990: 77). The meaning itself is previously made into themes. “Phenomenological themes may be understood as the structures of experience.” (Van Mannen, 1990: 79).

Theme has several definitions. Van Mannen (1990: 87) states them. Firstly, theme focuses on the point of meaning. Secondly, theme is the simplification. Thirdly, theme gets the structure of phenomena. Existential of reflection focus on lived space (spatiality), lived body (corporeality), lived time (temporality), and lived human relation (relationality or communality). The first is spatiality. “Lived space is more difficult to put into words since the experience of lived space is largely pre-verbal” Van Mannen (1990: 102). The second is corporeality. “Lived body (corporeality) refers to the phenomenological fact that we are always bodily in the world” Van Mannen (1990: 103). The third is temporality. “Lived time (temporality) is subjective time as opposed to clock time or objective time” Van Mannen (1990: 104). The fourth is relationality. “Lived other (relationality) is the lived relation we maintain with others in the interpersonal space that we share with them” Van Mannen (1990: 104).

### *Teaching Writing*

Writing involves seven characteristics of written language as stated by Brown (2007: 397-398). The first is permanence. The final form of writing can still be clarified. The second is production time. Writing happens through process until final version. The

third is distance. Writing must consider distant audience for having interpretation. The fourth is orthography. Writing involves simple to complex ideas. The fifth is complexity. Writing involves skills in reducing redundancy, combining sentences, making inferences, and creating lexical types. The sixth is vocabulary. Writing involves vocabulary use. The seventh is formality. Writing involves formal type of writing.

There are five types of classroom writing performance as stated by Brown (2007: 399-400). The first is writing down. The students write down the letters, words, and sentences. The second is intensive. The students have exercises as intensive writing. The third is self-writing. The students have note-taking before writing. The fourth is display writing. The students learn writing from several sources. The fifth is real writing. The students write in the classroom.

In designing teaching writing, there are five components as stated by Tiedt (1989: 8- 14). The first is clarifying objectives for instruction. Writing is started by setting up the goals of learning. The second is providing a prewriting stimulus. Before writing, stimulus to activate brainstorming is needed. The third is engaging students in a writing activity. Students can write in different forms, such as story, letter, journal, drama, poetry, report. The fourth is planning for post writing follow-up. Writing includes sharing, editing, and publishing. The fifth is evaluating the lesson. At the end of writing, the teacher evaluates students' writing whether it achieves the goal or vice versa.

Teaching writing has six principles according to Brown (2007: 402-404). The first is incorporating practices of "good" writers. The second is balancing process and product. Writing needs process in the form of making drafts before it becomes a product in the form of writing. The third is having account for cultural/literary backgrounds. Since the students write in their second language, the teacher should teach the ways to write in English well. The fourth is connecting reading and writing. The students need to read before writing. The fifth is providing as much authentic writing as possible. It means that the students' writing needs to be made authentic. The sixth is framing your techniques in terms of prewriting, drafting, and revising stages. This includes the processes in prewriting and revising. Prewriting is done through brainstorming, reading, clustering, and discussing. Revising is done through reviewing and editing for grammatical errors.

### *Teaching Speaking*

Brown (2007: 322 – 325) states eight perspectives in spoken communication. The first is conversational discourse. Speaking is associated with pragmatic. The second is teaching pronunciation. Speaking is related with phonology. The third is accuracy and

teacher communication, and the ease of distributing and grading assignments. It provides the students with an opportunity to submit their work to be graded by their teachers online within the deadlines.” The students can submit assignments and get the grade.

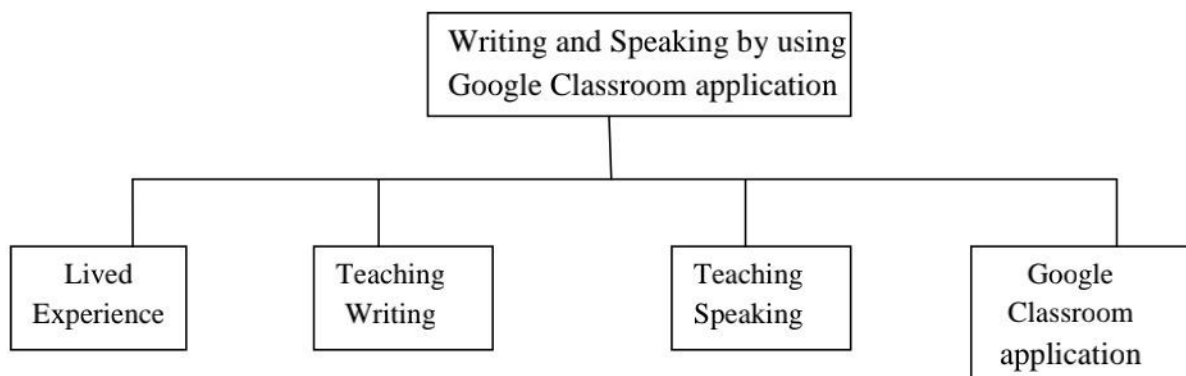
There are benefits of using Google Classroom application. The first is easy to use. Iftakhar (2016: 12) states that “Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment”. Google Classroom is used as media for delivering assignments. The students can submit their assignment through Google Classroom application by uploading the file. Shaharane, Jamil, and Rodzi (2016: 5) also state that “Google classroom is useful in helping in the teaching and learning process, as its ease of use they will intend to use it when needs arise.” The second is the files are organized well. Al-Marroof and Al-Emran (2018: 112-113) also state that “students can keep their files more organized and need less stored paperless in a single program.” All submitted files are online and organized in Google Classroom. The third is saving time (Iftakhar, 2016: 13). The process of administrating the files is online. There is also grading system in the application. The teachers can give feedback on the students’ work. The fourth is flexible (Iftakhar, 2016: 13). It can be used in both face-to-face class or online class. The fifth is mobile-friendly (Iftakhar, 2016: 13). Google Classroom can be used anywhere since it is used in mobile phone.

Google Classroom application can increase students’ personal development. It is as stated by Al-Marroof and Al-Emran (2018: 114) that Google Classroom can make the students have self-directed learning. The students build self-learning and self-development. Shaharane, Jamil, and Rodzi (2016: 6) state that there is social integration when the students use Google Classroom. The students interact one another online through Google Classroom.

### *Framework of pre-understanding*

In lived experience research, framework of pre-understanding is needed. Alvesson and Skoldberg (2000: 65) states that “two even more basic hermeneutic circles: that between whole and part, and that between pre-understanding and understanding.” Pre-understanding is needed before understanding the meaning. The framework of pre-understanding can be seen below:

Figure 1. Framework of Pre-understanding



From the figure above, it can be seen that writing and speaking by using Google Classroom is interrelated with four basic theories. They are lived experience, teaching writing, teaching speaking, and Google Classroom application.

### *Pre-figured themes*

From the framework of pre-understanding above, the writer makes pre-figured themes. Pre-figured themes are divided into empirical themes and transcendent themes. The empirical themes are practicality, simplicity, feature, autonomous learning, audio and video. The transcendent themes are motivation and discipline. Emerging themes are the themes out of pre-figured themes. The themes can appear in the research during data gathering.

## **METHOD**

### *Research Method*

Research method in this study is hermeneutic-phenomenology method. Van Mannen (1990: 4) states that “phenomenology describes how one orients to lived experience, hermeneutic describes how one interprets the “texts” of life, and semiotics is used here to develop a practical writing or linguistic approach to the method of phenomenology and hermeneutics.”

The rationale of using this method is it synchronizes the use of description and interpretation. Van Mannen (1990: 38) states as follows:

“It is the phenomenological and hermeneutical study of human existence: phenomenology because it is the descriptive study of lived experience (phenomena) in the attempt to enrich lived experience by mining its meaning; hermeneutics because it is the interpretative study of the expressions and

objectifications (texts) of lived experience in the attempt to determine the meaning embodied them.”

Hence, phenomenology relates to description and hermeneutics relates to interpretation. Both of them are appropriate with this research.

### *Nature of Data*

The data in this research is text. Alvesson and Skoldberg (2000: 61) states that “we see parts of the text as something, or more precisely as – in some sense- meaningful signs, whether we are reading a text written in letters of the alphabet or in social acts.” The data are used in the description and interpretation.

### *Setting*

This research is conducted in English classes of Musi Charitas Catholic University, Palembang. The students take English Education classes in odd semester, academic year 2018/2019. They have assignments of writing and speaking by using Google Classroom application outside the class.

### *Participants*

The participants in this study are the students in two classes. There are five selected participants as the total of participants. Three selected participants deal with the use of Google Classroom for writing, and two selected participants deal with the use of Google Classroom for speaking.

### *Instrument*

The instruments in this research are in-depth interview, observation, and document review. The first is in-depth interview. The interview is done one-on-one interview. Creswell (2012: 218) states that “one-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably.” Moreover, the interview is in the form of unstructured text data (Creswell, 2012: 214). The second is observation. The observation is done when the students prepare writing and speaking in the class. Creswell (2012: 213) states that “observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.” The third is document review. Creswell (2012) states

that “documents represent a good source for text (word) for qualitative study. They provide the advantage of being in the language and words of the participants.”

### *Data Gathering*

Data gathering is done in three parts. The first is in-depth interview. The in-depth interview is done three times in each participant. The in-depth interview is done with snowballing technique. Since there are five participants, so that there are fifteen in-depth interviews. The second part is observation. Observation is done in pre-writing in the class when the students do the tasks in the classroom. The third is document review. The document review is done through reviewing the students' notes.

This research is implemented for one semester in two classes. The first meeting is syllabus introduction. The second meeting is analyzing the context and content. The third meeting is introducing Google Classroom application. The fourth meeting until the last meeting is implementing Google Classroom application for writing and speaking assignments.

### *Data Analysis*

The data analysis is done in several steps. Creswell (2012: 261-261) states six steps. The first is preparing and organizing the data for analysis. It means organizing data from the interviews. The second is exploring and coding the data. The data then is coded. The third is coding to build the themes. The coded data is classified into several themes. The fourth is reporting the qualitative data. It means making the data into the narrative. The fifth is interpreting the data. The data that have been made into narrative is interpreted. The sixth is validating the data. The data are validated by using triangulation.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

The findings are divided into empirical themes and transcendent themes. Empirical themes are the themes that can be seen with five senses. The transcendent themes are vice versa of empirical themes. There are selected three participants that are interviewed for the use of Google Classroom for writing. They use pseudo-name, namely Yeni (Yen), Rita (Rit), and Toni (Ton). There are selected two participants that are interviewed for the use of Google Classroom for speaking. They use pseudo-name, namely Dita (Dit) and Nina (Nin). There are three times interviews in each participant. The coding

for writing the findings is as follows: for example Yen1 means participant Yeni in interview 1.

### *Themes of the Use of Google Classroom for Writing*

#### *1. Practicality*

Yeni said that typing the assignment in the application was more practical since she did not need to write in the paper or typed in the laptop, print, and submit to the lecturer (Yen2). Yeni also said that she did not need to submit the assignment with email (Yen2). Rita said that she could submit the assignment without directly meeting the lecturer (Rit2). She also said that it was fast to submit the assignment in the application (Rit2). Toni also said that it was easy to submit the task with the application (Ton1). He did not need to use paper (Ton1). Yeni also said that she did not need to spend many pieces of paper for writing assignment (Yen3). Rita said it was practical since she just typed in Microsoft word in her smartphone. When she had not finished yet, she could save and continue everywhere since smartphone was portable and not heavy to be brought everywhere (Rit2). Toni said that it was practical to use the application (Ton2). Toni also said that there was no possibility to lose the work if he used the application since the work was saved in the application than did in the paper (Ton2). He could also directly see the score in the application (Ton3).

#### *2. Autonomous Learning*

Yeni said that her friends can give comment on writing assignment that appear in the stream since it can be seen by friends that join the class in Google Classroom (Yen2). She said that when the assignment appeared in the stream, she could learn on grammar in the writing itself (Yen3). Rita also said that she could learn from the class comment (Rit2). Other students can also give correction (Yen3). Rita said that when she did not understand, she could learn from other friends' writing in the application (Rit2). Rita could learn grammar from other friends' writing (Rit3). Toni said that he could learn the spelling of word in the writing (Ton3).

#### *3. Feature*

Yeni said that stream was the feature that she usually looked at in Google Classroom (Yen1). She said that all assignments appeared in stream (Yen1). The application is appropriate to be used to submit assignment (Yen1). Rita also said that stream was the feature that she mostly looked at (Rit1). Yeni usually looked the



notification in the application than in the email (Yen1). There was also notification in Google Classroom (Rit1). Rita said she could know the assignment that had been given the score from the notification in the application (Rit3). Toni said that he could see the score in the application (Ton3).

#### 4. *Simplicity*

Yeni said that the process to submit writing assignment in Google Classroom was easy (Yen1). Rita also said that it was easy to install the application and submit assignment in the application (Rit1). Toni also said that it was easy to install the application (Ton1). Rita said that it was fast to submit assignment in the application (Rit3). She sent in the application without waiting other friends if she had finished the assignment and wanted to submit it (Rit1). She also did not need to wait the lecturer to submit the assignment (Rit3).

#### 5. *Self-discipline*

Yeni said that the deadline in the application did not affect her since she will continuously submit the assignment one day before the deadline (Yen1). Rita said that she also submitted the assignment quickly without depending on the deadline (Rit1). Toni said that he always submitted on time without seeing the deadline (Ton1).

#### 6. *Motivation*

Yeni said that it was her first experience in using Google Classroom (Yen1). Rita also said that it was the first time for her to use Google Classroom (Rit1). Toni said that it was also his first experience to use the application (Ton2).

#### 7. *Inconvenient*

Yeni said that typing in laptop was still better than typing in smartphone since the keyboard size is bigger in laptop than in smartphone for typing process (Yen2). Toni also said that he preferred to type writing assignment in laptop, then transferred the file to smartphone and submitted it in the application. He said that the size of keyboard is larger in laptop than in smartphone when he wanted to type in Microsoft word (Ton2). Yeni said that the score could not be given with the correction, while if the score was given in the paper there was also the correction of writing in the paper with the score (Yen3). Yeni said for communication in the form of text message, it was still comfortable to use other platform (Yen3).

## *Themes of the Use of Google Classroom for Speaking*

### *1. Simplicity*

Dita said that it was easy to install the application in smartphone (Dit1). She said that she could directly send the assignment in the application when she had finished it (Dit2). Nina also said that it was fast to install the application (Nin1).

### *2. Feature*

Dita said that class work was the feature which was mostly opened since the assignment appeared there (Dit1). Dita also paid attention to the notification given in the application (Dit1). Dita also looked at people feature to know her friends in Google Classroom (Dit1). Dita paid attention to deadline given in the Google Classroom (Dit1). Dita said that she could see her speaking score in the application (Dit3). Dita said that the assignment can be made into dialogue, recorded, and sent it in the application next time (Dit3). Nina said that class work and people are the features that she looked in the application frequently (Nin1). Nina looked at the class work to see the assignment and looked at people to see her friends in Google Classroom (Nin1). Nina said that she also looked at notification of Google Classroom, but she preferred to see in email. The deadline notification also reminded Nina if she forgot to do her assignment (Nin1). Nina said that the score feature made her know her score. If she forgot the score, she just opened the application and looked her score again (Nin3).

### *3. Video*

Dita said that she paid attention more when she did speaking assignment by using video. She needs to look at her appearance when she recorded using video while speaking. Then, she submitted the assignment in the application (Dit1). Dita said that she repeated three times when she spoke by using video (Dit1). Nina also said that she repeated three to four times before submitting speaking video in Google Classroom application (Nin2). She also said that it was more difficult to record speaking with video than audio since she only needed to pay attention to the voice if she recorded with audio (Dit1). She also said that the process of uploading video was rather longer in the application (Dit1). Nina said that it took longer time to upload video in the application because the size of video was big (Nin1). Nina also became nervous if the video was uploaded too long when deadline was approaching (Nin2).

#### 4. *Audio*

Dita said that she preferred using audio than video. She just needed to pay attention on her speaking when she was recording it without paying attention to her appearance (Dit1). Dita said that the process of uploading audio is faster in the application (Dit1). Hence, she said that it was more comfortable to have speaking with audio (Dit2). Nina also said submitting speaking audio was faster in the application (Nin2). Nina said she repeated the audio before submitting in Google Classroom twice (Nin2).

#### 5. *Convenient*

Dita said that submitting the speaking assignment directly to the lecturer in the application helped her if she was not self-confident to speak and posted in the stream feature (Dit2). Nina also said that submitting speaking video in the application was more comfortable than speaking directly in front of the classroom since she sometimes got nervous if she needed to speak in public. It helped her (Nin2). Nina said that the display of Google Classroom had been good (Nin3). Nina said that Google Classroom helped her to submit speaking assignment (Nin3). The attachment sign also helped her when she wanted to attach file (Nin3). It helped her in the process of learning activity (Nin3). Nina said that she liked to see people feature since she could see her friends.

#### 6. *Inconvenient*

Dita said that she could not give comment her friends' speaking assignment if it was submitted to the lecturer without also posted in the stream feature (Dit2). Dita said that there was no individual chat yet if she would like to ask the lecturer about the assignment privately in the application (Dit2). She also said that chat was more convenient by using other platform (Dit3). Dita said that there was no sign of notification in the application if there was new notification like in the email (Dit3). Dita said she did not really like the colour display in the application since she liked another colour (Dit3). Nina hoped that there was folder to make it neat if she wanted to see her files in the application (Nin3).

## Discussion

### *Empirical Themes*

#### *1. Google Classroom for Writing Skill*

The empirical themes in the use of Google Classroom for writing skill are practicality, autonomous learning, feature, and simplicity. From practicality theme, it is stated from the participants that they just typed without sending in email or printing the writing assignment or without meeting the lecturer directly to submit it. It is as stated by Brown (2007: 399-400) that writing includes self-writing process. It is also as stated by Al-Marroof and Al-Emran (2018: 112-113) that students can submit assignment in Google Classroom. From autonomous learning theme, the participants could learn from the class comment, correction from their friends, they could learn from other friends' writing, and they could learn English grammar and spelling. It is as stated by Brown (2007: 397-398) that complexity in writing includes skills in reducing redundancy, combining sentences, making inferences, and creating lexical types. From feature theme, the participants mostly see stream feature since writing assignment appeared there. They also looked at the notification and the score in the application features. It is as stated by Iftakhar (2016: 13) that the students can get the grade in Google Classroom. From simplicity theme, the participants state that it was easy to install and submit assignments in Google Classroom. They could also directly send the assignment in the application if they had finished it.

#### *2. Google Classroom for Speaking Skill*

The empirical themes in the use of Google Classroom for speaking skill are simplicity, feature, video, and audio. From the simplicity theme, it is stated that both participants state that it was easy to install and send the assignments in the application. It is as stated by Shaharane, Jamil, and Rodzi (2016:5) that Google Classroom is easy to be used. From feature theme, it is stated that classwork feature was mostly seen since the speaking assignment appeared there. It is as stated by Iftakhar (2016: 12) that the files are organized well. The second is people feature since they could know their friends in the application. The participants also saw notification either in Google Classroom application or in email. It is as stated by Iftakhar (2016: 12) that there is notification in Google Classroom. The deadline sign reminded them to submit the assignment. They could also see their score in the application. From audio theme, it is stated that submitting speaking video made the participants prepare more since they paid attention both visual and voice. It is as stated by Brown (2007: 322 – 325) that

speaking includes learning sounds and accent. They also repeated much more than using audio. Moreover, it took longer time to upload video because of the file size. From the audio theme, it is stated that the participants just paid attention to their voice. They repeated it less before submitting the task. It is as stated by Brown (2007: 327-330) that one type of speaking is monologue. The students had oral report on materials given. The process of uploading audio file was also faster than video.

### *Transcendent Themes*

#### *1. Google Classroom for Writing Skill*

The transcendent themes for the use of Google Classroom in writing skill are self-discipline, motivation, and inconvenient. From self-discipline theme, the participants are self-discipline in submitting writing assignments. Although there was deadline notification in the application, they tended to submit as quickly as possible after the assignment was given. It is as stated by Tiedt (1989: 8- 14) that publishing is one part in writing. In this research, the students posted as attachment for writing assignment. From motivation theme, all participants state that it was their first time to know Google Classroom. They learned to use it. It is as stated by Brown (2007: 402-404) that writing has balance in process and product. The students learn to use Google Classroom to post their writing products as assignment. It is also as stated by Al-Marroof and Al-Emran (2018: 114) that students build self-directed learning when using Google Classroom. From inconvenient theme, two participants state that it was better to type in laptop first and then transfer the result in Google Classroom since the keypad when typing in Microsoft word in smartphone was small. One participant states that she could not get the correction note when the score was given back in the application. The participants state that text message can be used, but it was better to use in other platform.

#### *2. Google Classroom for Speaking Skill*

The transcendent themes for the use of Google Classroom in writing skill are convenient and inconvenient. From the convenient theme, it is stated that the participants could directly send the speaking assignment if they had finished it. It also helped them when they were not self-confident to speak in front of the classroom and sent the speaking assignment in the application. It is as stated by Brown (2007: 322 – 325) that speaking also relates to affective factor. If the students are self-confident, they have good feeling in the process of speaking. They also liked the features in the

application. From the inconvenient theme, it is stated that they could not give comment if the assignment was not sent in the stream feature. It is as stated by Brown (2007: 331 – 332) that speaking process includes feedback and correction. In this case, the students could not give comment or feedback if the assignment was not posted in stream feature. There was also no individual chat and sign of notification that appeared when there was new notification in the application.

## CONCLUSION AND SUGGESTION

From the findings and discussion above, it can be concluded that Google Classroom application is beneficial to enhance writing and speaking skills. It can be seen from the empirical and transcendent themes for writing and speaking skills. The themes in the findings are also the same with themes in pre-figured themes with few of emerging themes. The empirical themes for writing skill are practicality, autonomous learning, feature, and simplicity. The empirical themes for speaking skill are simplicity, feature, video, and audio. From the empirical themes, it can be concluded that Google classroom increases the participants to be more practical, independent learning, easy to use the application, know well the feature application, and able to use for video and audio assignments. The transcendent themes for writing skill are self-discipline, motivation, and inconvenient. The transcendent themes for speaking skill are convenient and inconvenient. From the transcendent themes, although there is a little bit inconvenient, the participants become more motivated, disciplined, and convenient. Further researcher can do research on students' lived experience of using Google Classroom for reading and listening skills.

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