

TEACHING AND LEARNING ENGLISH USING *GOOGLE* CLASSROOM FOR INDONESIAN LEARNERS

Hanif Maulaniam Sholah*
Institut Agama Islam (IAI) Al-Qolam Malang

Abstract

Technology takes all the integral roles in our life. Not only the roles of job commercial but also the roles of teaching and learning. Online learning is a typical teaching and learning process through electronic media of computers and the internet. This system calls an *E-Learning* or *Blended Learning*. E-Learning system is the manifest of Information and Communication Technology (ICT) that currently grows up rapidly in this modern era. In this 21st era, learners require to renew the knowledge of the way for learning through any technological tools. Both teachers and students must be aware of the use of technology and how to use it in the learning process. Some advantages of learning using ICT for teachers and students are necessary to be considered. Teachers can manage the large class efficiently because technology takes the teachers' role as the media of learning. Besides, a varied assignment can give effect. Then, the teacher can access the students' responses anytime in any places and also teachers can give feedback directly. Technology provides the chance of learning not only at school but also at home or in any place. This paper focuses on the understanding of using "Google Classroom" from the perspective of both teaching and learning.

Findings in this research showed that Google Classroom could help teachers to manage the class, assignments, and report well. Students can learn any materials at any time and anywhere, track their progress, and students could enjoy learning like playing the game. This paper attempts to promote learning through online classes by joining www.googleclassroom.com, in which this online class is joyful for both teachers and students as Indonesian English learners.

Keywords: Google Classroom, learning and teaching, online learning.

A. INTRODUCTION

Learning is a process where students construct knowledge based on the experience or knowledge that students have achieved. In the perspective of constructivism, learning is not only transferring the knowledge that comes from outside, and it is more about how brain processes and interprets a new knowledge or science. The process of this phenomenon conducts through assimilation and accommodation.¹

Generally, learning means the change that happens in person or individuals that come through experience, not because of the growth or development of its physical body or characteristic of someone from birth. Human being learns many things since their birth, and even some said before their birth. Learning and growth are related strongly to each other. The learning process happens through many things, either intentionally or unintentionally. The process of learning occurs along the time to the change in the learner's self. The change means the change of behavior in the form of knowledge, understanding, skill, competence, and habit that is just gotten by the individual, while experience is interaction between individual and environment as the source of learning. So, learning here is meant as the process of individual behavior permanently from the absence of knowledge to the presence of knowledge, from not know to know, from not understand to understand, from less skill to be skilled, from old habit to recent attitude. Also it gives benefits and contributions to the environment as well as its individuals.

Teaching-learning has three five elements that cannot be separated from each other. Those elements are teachers, students, the method, media, and materials. All elements of teaching-learning must achieve well. How to teach well is how to reach all elements of teaching-learning in the process of teaching and learning.

Nowadays, technology has taken all roles in human life. All human's daily needs cannot be separated from the roles of technology. Technology provides basic needs of society such as delivery online for food and other necessity. It also provides access to broader communication effectively. Besides, technology also helps people to find any information quickly and easily.

Along with the role of technology in human's life, technology in teaching and learning is a must. Teacher cannot avoid to the use of technology since technology is proved effectively in supporting teaching and learning. Especially in providing

¹ Syaiful dan Sagala, *Supervisi Pembelajaran* (Bandung: Alfabeta, 2012) pp. 27

media for learning, technology really helps the teacher. In addition, searching fast facility make teacher and students find any information, science and knowledge quickly and accurately. The point, technology helps students to learn many things.

To enhance students' interest in teaching, the use of ICT and multimedia is necessary². Teaching-learning needs appropriate media so that the process of student learning can be achieved by what teacher's expectations. Every teacher hopes that the result of learning on the student's ability and capability can be maximized. This expectation encourages the teachers to use media optimally in teaching-learning. Classroom must be enjoyable and fantastic. When students are in the real classroom, they should feel enjoyable and comfortable. To make this condition, it does not need a luxurious facility. What teachers need is appropriate media to make the learning can run optimally.

By the growth and development of English around the world, English is used as a foreign language in Indonesia. Still, the position of English plays the roles as a medium of instruction and curriculum in any level of education. As the growing number of English learners, different teaching method has been found by many researchers and been implemented in classroom learning to test its effectiveness of the teaching-learning process. The existence of authentic materials used in classroom like films, conferences, audio recordings, news, and TV has been there for a few decades. It supports and proves that the use of technology replaces the traditional teaching way.

The global era challenges the teachers to implement modern teaching. The way of teaching English has changed rapidly along with the arrival of technology. Technology provides so many features and media that can make teaching more exciting and attractive. Technology can make teaching more productive in terms of improvements. Technology plays a significant role in human life. Technology is one of the most significant roles of both social and linguistic change.

The use of technology has remarkably changed the English teaching techniques. Technology provides so many options as making teaching interesting and also

² Reena Mittal, "India Use of Technology in English Language Teaching: Is it Helping Students and Teachers?" *The Asian Conference on Arts & Humanities*, (September 2015), pp. 13. Accessed on April 6, 2020

http://papers.iafor.org/wp-content/uploads/papers/acaah2015/ACAH2015_06760.pdf

making teaching more productive in terms of improvement.³ There is an increasing number of English learners in Indonesia, and various teaching method has been implemented in classroom learning to know which one is more effective. In a recent development, one method used by some revolutionary teachers involves multimedia in English Language Teaching (ELT) to create an English atmosphere classroom. It helps students to get their interest in the English learning context. Multimedia in ELT has been tested effectively and widely accepted for teaching English in the modern era.

Research on a survey conducted to know the teaching way of the teacher in Indonesia shows that 75% of teachers in Indonesia use the traditional way. Indeed, the traditional way is not wrong or damaging student competence. Many said that the traditional way is useful in contributing to the student's understanding. There are many chances or opportunities for students to develop their competence by using another way of learning instead of the traditional way. English Language Learners should find the process of learning to be more fun and enjoyable. The teacher must stride better learning by using multimedia technology. Arifah proposes that the use of the internet can make the benefit of increased student motivation⁴.

The innovation of technology has affected the growth of language in terms of how to communicate. It indicates that the effect of the internet has facilitated the development of language. Thus, development happens since the computer is used everywhere. Here, along with the growth of technology, literature theories have experience the newest. Through this writing, the writer agrees related to the importance of technology in teaching and learning. In a sense, the emphasis toward the essence of technology role to the extent of teacher pedagogy is very dominant. If we ignore the development of technology, we will be left behind. Technology will be further away from us, and we will difficult to catch it up. Hence, the teacher needs to be aware of the new knowledge and tools that are available and can be applied. The teacher can use technology as an innovation in teaching and learning like explaining attractive materials, colorful and easy to understand by

³ Patel, C. "Use of Multimedia Technology in Teaching and Learning communication skill: An Analysis," *International Journal of Advancements in Research & Technology*, Volume 2 Issue 7, (September, 2013) pp. 116-123.

⁴ Arifah, *Study on the Use of Technology in ELT classroom: Teachers' Perspective* (Dhaka, Bangladesh: BRAC University, 2014), pp. 17.

students because teachers can provide real pictures and video that can be accepted by students readily.⁵

Some techniques can be applied in teaching language. Various available situations can condition the language teaching technique. Those techniques are beneficial for teaching business, teaching communication, listening, reading, writing, and translating. The Principle of teaching and learning should keep the teacher as a trainer. Technology or machine cannot be allowed to take all teachers role as a teacher. Technology is to help the teacher to improve the quality of teaching and learning. It is not suggested if by using technology, the quality of learning is getting worse than traditional teaching. There are some reasons and explanations for why the teacher should know the way to use new technology in their teaching.

Further, one thing we should concern is that technology which grows fast that we cannot avoid the effect and the attraction of this sophisticated modern tools. Dudeney and Hockly 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”⁶.

Recently, the perspective related to traditional teaching seems out of date. Many teachers have transformed their teaching from traditional teaching to multimedia technology teaching because by using technology like the internet make teacher and students more straightforward to access new information. Thus, multimedia technology offers the real function that is well clear to trigger the student's interest and motivation in learning.

In terms of the improvement of students' communication competence, traditional teaching has hampered students learning development to master particular language structures as well as understand the meaning and function of language and also make students be passive and receptive learners. In this condition, it is difficult for students to achieve communication mastery. Technology multimedia integrate teaching and learning as well as provide the support to make a higher

⁵ Solanki D. Shyamlee “Use of Technology in English Language Teaching and Learning: An Analysis,” *International Conference on Language, Medias and Culture* vol 33, (Februari, 2012) pp. 11

⁶ Dudeney, G & Hockly, N., *How to Teach English with Technology*, (Essex: Pearson Education Limited, 2007) pp. 42

motivation. Technology multimedia inspire students to think positively and enhance communication skill in social practice.

Technology learning provides much information, more than in a book, also shows information related to the cultural background, natural and real life. Students do not only learn listening or speaking but also learn the culture of the western nation by acquiring information through any channel. As much as information that students acquire, make the students more comfortable to participate actively in classroom discussion and communication.

Learning using multimedia can enrich the content as well as avoiding from traditional method that is teacher center. Fundamentally, class improvement using multimedia is useful. In the situation of a large class, the activity of speaking communication in English is challenging. Here, the role of technology from sound multimedia support cooperative Learning. The model of traditional teaching generally emphasizes explanation and instruction from teachers, and the available information is limited to when the learning is happening in the classroom. On the other side, multimedia learning is not limited to time and space. Multimedia can create many more visual videos and an authentic environment for English learning. The point, multimedia learning stimulates students to enlarge information broader.

Multimedia learning emphasizes the student's role, also enhances the interaction between teachers and students, as well as students and students. The provided features on multimedia learning are to train the skill of listening and speaking, in which to develop student's communicative competence. Multimedia has some features that can view pictures with the sound that can be displayed together. It will trigger initiation and creation from either teacher or students. When using multimedia, teacher and students can use pictures to enrich class content. It helps students to imagine real-life through pictures. So, students are easier to understand class materials clearly.

Besides, multimedia teaching is also flexible. The context can be created not only in the classroom but also after class. Sometimes, students experience difficulties when they are out of the teacher's guide. By this condition, students can maximize technology by connecting to the teacher via network or email.

Traditional English teachers always use dictionaries as the primary source to find any information of meaning to any words, use many books as the primary source

of learning. Recently, the time has changed. All information can be saved practically and efficiently in a technological tool like smartphones, laptops, computers, and tablets so that when the teacher or students want to answer a question or a problem, they do not need to search manually in books. Teachers or students can use the facility on the search button then the sophisticated tool will find much faster than manual search. The technological tool can show the information that we are looking for quickly. Technology is also essential for linguistic study. In teaching and learning, indeed, we have to adjust our ability by upgrading our ability in the development of technology.

Previous researches conducted their study on the use of technology in the education field. There are three preceding researchers, first is Heggart and Yoo's research⁷. This research focuses on the discussion of pedagogical framework in using Google Classroom. The second is Azhar and Iqbal's research⁸. This research reveals the teachers' perceptions on the use of Google Classroom. The third is Elizabeth Campbell's research⁹. This research discusses about lived experience in teaching and learning.

B. GOOGLE CLASSROOM APPLICATION LEARNING

Google Classroom is used as media for teaching-learning activities. Google Classroom helps teachers save time. In Google Classroom, there available the feature to arrange a schedule for materials or tasks that will be given. So, although the teacher does not upload the materials on time, the materials will be uploaded automatically by the machine based on the arranged schedule. So, it saves the teacher's time.

⁷ Heggart, K.R. & Yoo, J. "Getting the Most from Google Classroom: A Pedagogical Framework for Tertiary Educators," *Australian Journals of Teacher Education*, Vol 43 issue 3 (Februari, 2018), pp. 140-153. Retrieved from <http://ro.ecu.edu.au/ajte/vol43/iss3/9>.

⁸ Azhar, K.A. & Iqbal, N. "Effectiveness of Google Classroom: Teachers' Perceptions," *Prizren Social Science Journal*, Vol. 2 issue 2, (Februari 2018), pp. 52-66. Retrieved from <http://prizrenjournal.com/index.php/PSSJ/article/view/39/24>.

⁹ Campbell, E., "Teaching and Learning through Lived Experience," *Curriculum Inquiry*, Vol. 38, Issue 1, (March 2008), pp. 1-5. Retrieved from <http://www.jstor.org/stable/30054720>.

Google Classroom keeps class organized. All tasks and materials, as well as the participants or students, are well organized in this system. The view and access are systematic. The system is designed especially for learners. There is a well-organized place for materials, tasks, where students should upload the materials and the scores. So, this is effective for either teacher or students to learn autonomously.

The free facility that supported the users are very beneficial. They are the suite of productivity tools including Gmail, Drive and Docs. Students are obliged to submit their work to be graded by their teachers online within the deadlines. When students submit their assignments, they can get the grade through the system.

Google Classroom saves the environment. Since technology is online tool, it helps teachers manage the creation and collection of student assignments in a paperless environment. Google classroom is used not only for online learning but also for supporting media to help the teacher delivering assignments. Here, teachers and students can upload the file. Then, the files are organized well. All submitted files are online and organized in Google Classroom safely. Teachers can give feedback on the students' work.

Google classroom is flexible in use. Classroom can be used anywhere and anytime since it can be used on the mobile phone. User can access when they are at home, even on the way because mobile phone facilitates them to operate this tool. Having Google Classroom for learning can build social integration. When the students use Google Classroom, they interact with one another online through Google Classroom.

Google Classroom provides practicality. When submitting the task, students do not need to write in the paper or type in the laptop, then print it and submit to the lecturer. It is enough for students to write on their laptops and upload the file in Classroom. Students can save costs since they do not need to spend many pieces of paper for writing assignments. Moreover, also students can type the task in Microsoft word on their smartphones.

The next practicality is the process of submitting the work. Students can submit the assignment without directly meeting the teacher. It is very proper for students with a teacher who has limited time to meet his or her students. The short period that students need to submit is considered as the practicality of using Classroom. Students can submit the assignment through classroom application fast. The

practicality of running the application makes students comfortable to submit the task.

No worry is the belief for this application. Students will not worry about the safety of their work even if their laptop is broken since there was no possibility to lose work when using the application. All the work is saved in the cloud. When students use a new device or laptop, they can recover all their data by sign in using their account. Feedback from the teacher can be seen by students in the application directly. So, the interaction of students and teachers related to the task can be done intensively through the application of Classroom.

The next strength of using Google Classroom is creating autonomous learning. In Google classroom, the discussion can be held in the Classroom. Although students do not meet each other, they can comment on writing assignments that appear in the stream. The assignment on the stream can be seen by friends that join the class in Google Classroom. Each student can give critic or suggestions, even questions to other friends through a stream. When other students give correction, the situation of peer learning is happening. Google Classroom application helps the user with the facility of grammar checking and spelling word checking. Here, the students can learn grammar by writing. Also, they can learn the spelling of words in the writing.

Next is the feature. The notification feature help students to remember their task related to the due date of submission. This application will give notification by email to the students. Also, there is a notification in Google Classroom. Besides the notification of the due date, also the notification of the score is there. Students can know the assignment that has been given the score by their teacher in the application. Then, regarding simplicity, the application is easy and fast to install. Google Classroom can be run in the standard application that probably each laptop has it like Chrome and Mozilla Firefox.

For speaking practice, students can use the equipment of audio recording or video recording. Audio recording is more agile to upload than video recording since the dimension of the file for audio is smaller. Besides, students can record their sound in audio recording facilities in their mobile phones or laptop without paying attention to their presence.

The next discussion is about convenience. One benefit of using an online Classroom is related to the student's confidence. Speaking in the video is more assured than speaking directly in front of the Classroom since students sometimes get nervous about speaking in front of many people. Using video can encourage students to create the best performance. They can accomplish video many times to make better performance until their completion in the video is excellent.

As the user of Google classroom, based on the writer's point of view and some comments of students who join the Classroom, we think that the display of Google Classroom is good. All the sign is shown in Google Classroom tidily and systematically like the attachment sign that is needed by students to submit their work.

C. CONCLUSION

The use of Google Classroom for writing skills can be classified into four themes. They are practicality, autonomous learning, feature, and simplicity. From a practicality theme, students just typed without printing the writing assignment or without meeting the lecturer directly to submit it. From a free learning point, the students can learn from the class comment, correction from the other friends, they can learn from other friends' writing, and learn English grammar and spelling. From the featured theme, the students can see the notification and the score in the application features. Even, they will receive the notification of scores and due date submission through their email. From the simplicity theme, the students can install the application and run it efficiently. They can also directly send the assignment in the application if they had finished it without waiting for the other friends.

To conclude the overall discussion, Google Classroom application is beneficial to enhance writing and speaking skills. Google classroom increases the participants to be more practical in learning. Materials are available well, and the features are supportable for submitting the work. Google Classroom makes students to be self-supporting learners. No matter how the situation and condition, students require to master the application. They have to learn the technology. Fortunately, the application of Classroom is effortless to use. Most students know well the feature of the application and able to use for any assignments like text, PowerPoint presentation, video, and audio. The due date submission in the application makes

the students be self-discipline—the curiosity of learning new technology with its attractive features interest student's motivation. Students are more motivated to learn new features since the age of students in the era of high curiosity in something attractive. At last, it is suggested for a further researcher to research students' lived experience of using Google Classroom for reading and listening skills.[]

BIBLIOGRAPHY

- Arifah, *Study on the Use of Technology in ELT classroom: Teachers' Perspective*, (Dhaka, Bangladesh: BRAC University, 2014), pp. 17.
- Azhar, K.A. & Iqbal, N. "Effectiveness of Google Classroom: Teachers' Perceptions," *Prizren Social Science Journal*, Vol. 2 Issue 2, (Februari 2018), pp. 52-66. Retrieved from <http://prizrenjournal.com/index.php/PSSJ/article/view/39/24>.
- Campbell, E., "Teaching and Learning through Lived Experience," *Curriculum Inquiry*, Vol. 38, Issue 1, (March 2008), pp. 1-5. Retrieved from <http://www.jstor.org/stable/30054720>.
- Dudenev, G & Hockly, N., *How to Teach English with Technology*, (Essex: Pearson Education Limited, 2007) pp. 42
- Heggart, K.R. & Yoo, J. "Getting the Most from Google Classroom: A Pedagogical Framework for Tertiary Educators," *Australian Journals of Teacher Education*, Vol 43 issue 3 (Februari, 2018), pp. 140-153. Retrieved from <http://ro.ecu.edu.au/ajte/vol43/iss3/9>.
- Patel, C. "Use of Multimedia Technology in Teaching and Learning communication skill: An Analysis," *International Journal of Advancements in Research & Technology*, Volume 2 Issue 7, (September 2013) pp. 116-123.
- Reena Mittal, "India Use of Technology in English Language Teaching: Is it Helping Students and Teachers?" *The Asian Conference on Arts & Humanities*, (September 2015), pp. 13. Accessed on April 6, 2020
http://papers.iafor.org/wp-content/uploads/papers/acah2015/ACAH2015_06760.pdf
- Solanki D. Shyamlee "Use of Technology in English Language Teaching and Learning: An Analysis," *International Conference on Language, Medias and Culture* vol 33, (Februari, 2012) pp. 11
- Syaiful & Sagala, *Supervisi Pembelajaran* (Bandung : Alfabeta, 2012) pp. 27.