TECHNOLOGY-BASED GOOGLE CLASSROOM IN ENGLISH BUSINESS WRITING CLASS

Difiani Apriyanti[1], Hermawati Syarif[2], Syahrul Ramadhan[3], M. Zaim[4], and Agustina[5]
[1]University Negeri Padang, Padang, Indonesia, ✉ difi.apriyanti@gmail.com
[2]University Negeri Padang, Padang, Indonesia, ✉ hermawati_sy@yahoo.com
[3]University Negeri Padang, Padang, Indonesia, ✉ syahrulramadhan@gmail.com
[4]University Negeri Padang, Padang, Indonesia, ✉ mzaim_unp@yahoo.com
[5]University Negeri Padang, Padang, Indonesia, ✉ tien_agustina@yahoo.com

Abstract

In this 4.0 era, digital technology and information system technology have integrated with teaching media and tool. From previous studies,Google Classroom is one of technologies whichhas been implemented inScience, Social Science, and Engineering Departments of Higher Institution. Based on PEOU and PU, the resultsare satisfying. Unfortunately, there weren't any studies that showwhether Google Classroom is also appropriate for Language Department. Therefore, a research was conducted in English Bussiness Writing Class of English Department Politeknik Negeri Padang. The research was carried out in 2A and 2Bwith 54 total number of students. The data was collected using fieldnote of observation, questionnaire, and interview. In this descriptive qualitative research, LMS feature was used as the indicator to analyze the collected data. The result is Google Classroom has caused efficiency and effectiveness in the process of teaching and learning of English Business Writing class. Thus, teacher's creativity is needed, and the role of a teacher to decide the use of the technology in the class is really big. But overall, using this LMS in a writing class supports the paper-less program

Keywords:Google Classroom, English Business Writing, Learning Management System.

Introduction

In this 4.0 era, technologies develop in a form of digital and information system. There are many options widely open to choose which technology is takenbased on the need and aims. The used of these advanced technologies has reached many sectors, including education- schools and higher institutions (Hamiti and Reka 2012;Cavus 2015). Teaching media and tool have developed integratedly with those technologies. Since technologies used in a classroom cannot be apart from teacher's role, there is no reason for higher institutions in Indonesia not taking advantage on the innovation, especially when it is provided free.

Living this era,teachersmust spend additional time and efforts to understand technologies which keep coming (Lin and Jou 2012). They must be aware with the update. Many trainings, workshops, courses, seminars in education is booming now, and all of the topic is related to digital and system information technologies. Kerimbaeva, 2014; Budaghyan, 2015). Autoditact learning is also possible since online tutorials are available and free.

These digital technologies and system information technologies are used not only for science, social science, and engineering class, but also for language class. One of popular teaching technologies used by teachers is Google Classroom, which is a free application of Google. As a Learning Management System (LMS), it helps the teacher organizing the class. Not only universities that have applied Google Classroom, but also schools(Ballew, 2017&Dicicco 2016)

From the researches, Google Classroom was impemented in Science and Social Science field. Shaharanee, Jamil, and Rodzi(2016) applied it in Data Mining Subject of Decision Sciences Program, while Wijaya(2016) applied Google Classroom in Industrial Engineering, Computer Science and Information System in STT Musi. Al-Maroof and Al-Emran(2018) applied it in different departments which are social science at Al Buraimi University College (BUC) Oman. By using Technology Acceptance Model (TAM), the three studies show that there is a satisfaction in the perceived ease of use (PEOU) and

perceivedusefulness (PU). It means that there is a better understanding of the effectiveness of using Google classroom by their students.

Google Classroom brings positive research result to science, social science, and engineering department, but none is conducted in Language department. Therefore, a research was carried out in English Department to find out whether Google Classroom also brings positive result to the teaching learning process. . It was done in English Technical Writing class, specifically in English Business Letter Writing. To find out the result of Google Classroom implementation, LMS was used.

Method

This research is a descriptive qualitative research. It was held in English Business Writing class. There were two classes taken as the samples. They are class 2A which consists of 25 students and class 2B which consists of 29 students. These parallel classes were taught by the same teacher. The research was conducted in a class, where the teacher got one computer with internet access and each student got a computer, headset, free internet access. The research was conducted for one semester. The data was gotten from observing the process of learning using Google Classroom by using the field note. List of questions were made for interviewing the teacher and for asking the students.

For analyzing the data, the feature of Learning Management System –as seen in table 1- was used as the indicator to find out feature of LSM in Google Classroom which was applied in English Business Writing class. The result of the data was analyzed descriptively.

Table 1 LMS Feature

LMS Feature
The guidance of students in the direction of education
The delivery of knowledge of to students in various forms, such as word, word, power-point, flash, video, audio, and so on
The ability of students to do interactive applications,
Assessment of students via homeworks and examinations
Delivery of the results to students,
Communication between student-student ve student-teacher (e.g. discussion boards, chat, e-mail etc.),
Interaction between student-lesson content
registration process
scheduling
class management
keeping records for students, teachers, and system (i.e. logs)
entering the examinations and keeping record of the results
collecting the homeworks
grade keeping
student tracking
tracing student attendance records
Reporting
students seeing their own education times
distributing e-learning contents on-line, and
sharing knowledge and ideas

Finding

Google Classroom was conducted in two paralle classes named class 2 A and class 2B as shown in picture 1. By using this LMS, all instructions given by the teacher ran effectively and efficient. It hapens since Google Classroom provides the facility where the teacher only writes down one work for a class and it can be shared easily to another classes. Since the two classes were taught by the same English teacher and used the same syllabus,

Figure 1. Google Classroom
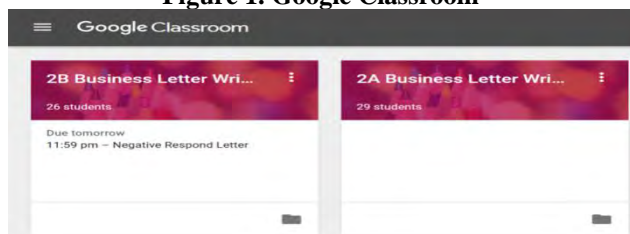
In the process of using Google Classroom in the classroom, it can be seen that the students have understoof the function of it. It, studentsthe students understood theuse of Google Classroom is for education. The way teacher teaches using Google Classroom and the way students' deal with Google Classroom guide how education is runninv g through technology.

In teaching English Business Writing, the teacher taught types of letter such as inquiry letter, order letter, aggressive response letter, negative response letter, and complaint letter. All the given topics are arranged just the same as the syllabus made by the teacher, as seen in picture 2. Therefore, the teacher can track the lesson which have been taught or lesson that has been left behind. To understand more about the topics, the teacher inserted materials from selected file, link, youtube. The materials were taken from uptodate sources and accessed easily by the students. The sample is seen in picture 3.
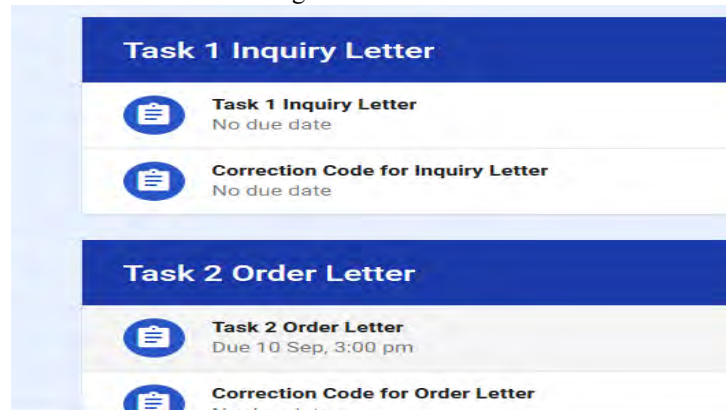
Figure 2. Materials

Figure 3. Sample
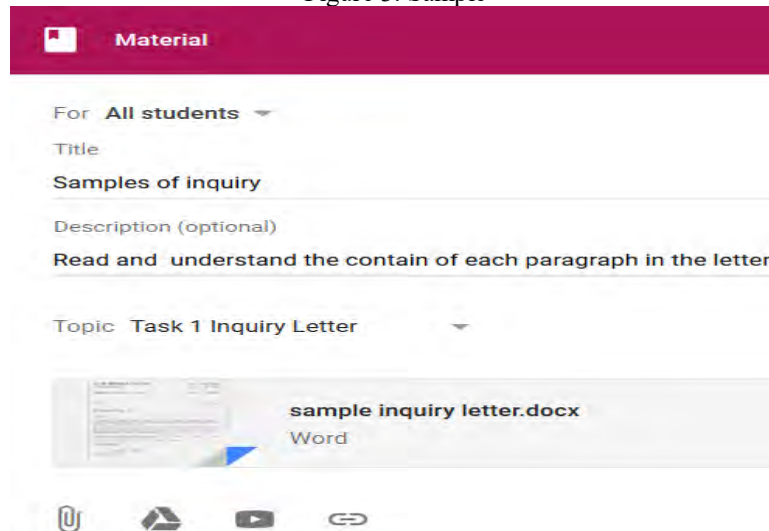
In giving the assignment, the teacherused Google Classroom. The assigments were divided into task submitted on the class hour and task as a homework. By using this tool, working hours was set up. The students were taught time management. The teacher arranged date and time the due of the task (picture 4). Google Classroom helped the teacher by showing students who have submitted their tasks and students who have not submitted their task.During that one semester, most of the students submitted the task on time or in time. For students who did not submitt, usually the factor was internet connection which sudenly dropped.While for the homework, students who had submitted their task to Google Classroom gave notification to the teacher's gmail and students who were late submitted their task would also give notification to the teacher. Therefore,tasks-including the name of the students and name of the task-which have been sent to Google Classroom were not going to be missed by the teacher (picture 5)

Picture 4. The teacher arranged date and time the due of the task
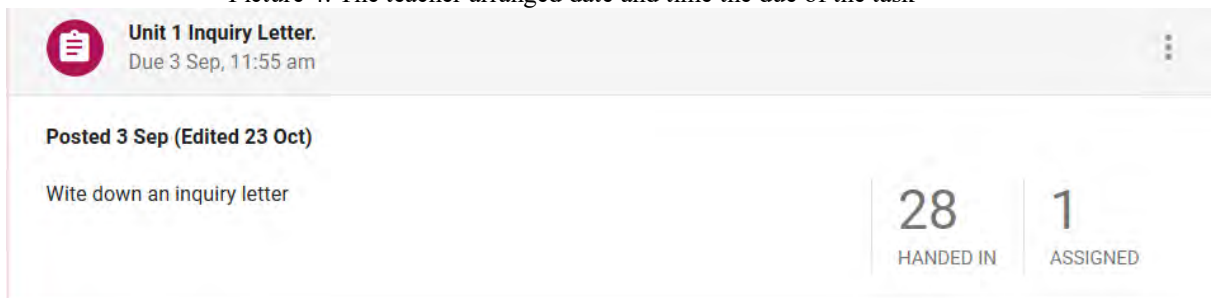
Picture 5. task-which have been sent to Google Classroom were not going to be missed by the teacher
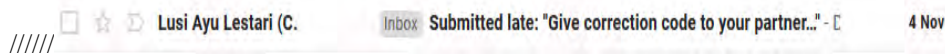
Google Classroom was also able to conduct group works. There was an assignment that the teacher asked half of the class to write positive respond letter toward the order letter, and another half to write down negative respond letter. These two letter were discussed to see how the same case was written in a positive way and in a negative way. For example, the students wrote *we are going to make sure that your order will be packed safely*, and the negative group wrote *we cannot guarantee the items will arrive safely if it is not packed using wood*.

Google Classroom was also able to give communication between teacher and students. After finish the writing assignment and sending to the teacher, each students got correction of their writing such as miss-spelling, wrong word choice, grammar, structure which needed a revision. The students were enthusiats doing the revision, since the given correction codes is clear. In addition, extra comment also came, following the the paper which have been checked by the teacher. The motivation comment influenced the students' confidentlike *A little bit mistake on your grammar, but overall good job*!. Furthermore, giving correction code was also conducted among students. This peer assessing was carried out in order to build students' awareness in writing.

During that one semester, there were five times where distance learning was conducted. By using Google Classroom, the schedule for every topic was managed really good. None of the lesson was left behind. Students got instruction of what they must do and there were materials provided by the teachers to give more information or description about the topic, and for the coming week, the lesson was continued, and there were no questions since the instrucrion was clear. In addition, Google Classroom helps building students' independent or self study and also built students' awareness to read in detail.

For students who were quick, they submitted their writing task earlier, and this was a benefit for the teacher to read, correct, and score it, Assessing was able to be carried out. The process of sending the task to the teacher and teacher returning back to the students together with the score was easy and quick by using Google Classroom. The score was given back to the student personally through the students' Google Classroom account. Most students felt relief that none of their freinds see it.

As a strored of all documents which are students tasks or assigments and scored, teacher can see students' progress in writing, The teacher can compare errors that appeared in the first task with the second task, unti the last task.The students, themselves, were also able to see their own progress in that subject. Therefore, the teacher knew difficulty that usually face or appeared to the students, and the students also aware on their weaknesses. Record of their score will establish their motivtion in learning. Google Classroom helps the teachers in recording the students' task and the score that they have gotten from previous assignment. The teacher compare the students' writing from one writing to the next writing, and by following up students. For the students, they also had their record of their assignment. They saw their assignment together with their score which gave them motivation.

This one semester assignment, materials, comment, and score during was saved in the system of Google Classroom, The teacher can refer back to the process of the learning and do some evaluation and then innovation for the next coming English Business Writing class. Teachers and students' weaknesses and strengths in using Google Classroom can be considered to decide a solution.

Discussion

As a Learning Management System (LMS), Google Classroom did build effectiveness and efficiency to the English Business Writing class. Although it gives positive result,there are some points that needs to be considered in using Google Classroom in this class.

In the examination, which was mid-test and final-test, the teacher did not use question feature provided by Google Classroom. The test was held using pen and paper, in a class without computer. From the teacher's view, the students need to be tested not only about the form and content of a letter, but also about their tidyness in writing, and about how they organize their ideas since it is somthing that can be deleted directly without leaving a track. Moreover, the test also measure students' spelling, grammar, and structure since there is not automatical grammar checking. Thus, regulet class was used. As Ballew (2017) said that that teachers' perceptions of the technologywere dependent upon their years of experience, grade level assignment, and subject matter

In implementing technology in the class, teacher must understand fully the technology that is used. If not, it means the identity or the strength of that technology has not implemented yet. As Ballew (2017) said that a research regarding technology in the classroom is categorized unfinished since there is a lack of a clear procedural plan of implementation.As it is known that Google Classroom is supported with Google Drive and Google Doc. The functions of them are more on the filing or document management. Since the teacher's understanding is still less, the teacher downloaded and saved it in microsoft office and created a folder for each name, without using features provided in Google Classroom.

As a writing class, the materials given was in a reading materials. During teacher's explanation about the materials, the students were paying attention on the materials shown on their own screen computer. Interaction where happened only through texts through Google Classroom. Therefore, it was also a reason for the teacher to remember their students' name quick. Not only interaction between teacher and students were less, the interaction among students were also less. Although it is a writing class, the teacher must integrate it with other skills more frequently. Having paper presented in front of the class and together discussed the errors and gave correction code was an excellent idea to bring up speaking skill.

Conclusions

In conclusion, Google Classroom is a Learning Management System that can be applied in Language Department. It brings positive and great result on the process of teaching learning English Business Writing Class.Several benefits are gotten from Google Classroom.Class activities submitted by the teacher and the students are identified easily through notification on their own gmail account. Accessing teacher' instruction and accessing students tasks are easy and quick.It is a best storage of material, assignment, and score that are available anytime. Several activities might conduct in the classroom as whole class task and also group tasks. It is also a tool that support private activity through comment feature. Teacher wrote motivation or support comment and give it back to students' personal Google Classroom account, and it also occurs for the score. Students' score will not be known by the others.

Google classroom comes along with suppoting applications which are Google Doc and Google Drive. Teachers must understand the usedof these two applications since it will give more benefits for the teacher's work. Therefore, Google Classroom is really being used as a whole.

Although Google Classroom is used, teacher's creativity is very important in creating activity where interaction happened among all the students and also in taking decision which activity must use Google Classroom, such as conducting test. Teacher must be wise in using this technology. Actually, all technologies are only supporting tool, and still the teacher who have the big role in the classroom. But overall, byusing Google Classroomin writing class is totally a paper less supporting activity.

References

Al-Maroof, Rana A.Saeed, and Mostafa Al-Emran. 2018. "Students Acceptance of Google Classroom: An Exploratory Study Using PLS-SEM Approach." International Journal of Emerging Technologies in Learning 13(6): 112–23.

Ballew, Tracy D. 2017. "Teacher Perceptions of a Technology-Based Google Classroom." Carson-Newman University.

Budaghyan, Sona. 2015. "Technology teacher training in a remote region of Armenia". Procedia - Social and Behavioral Sciences 197 (2015) 197 – 200. 7th World Conference on Educational Sciences, (WCES -2015), 05-07 February 2015, Novotel Athens Convention Center, Athens, Greece

Cavus, Nadire. 2015. "Distance Learning and Learning Management Systems." In Procedia - Social and Behavioral Sciences, Elsevier B.V., 872–77. http://linkinghub.elsevier.com/retrieve/pii/S1877042815028712.

Dicicco, Kathleen M. 2016. "The Effects of Google Classroom on Teaching Social Studies for Students with Learning Disabilities." : 1–64. https://rdw.rowan.edu/cgi/viewcontent.cgi?referer=https://www.google.co.id/&httpsredir=1&article= 2583&context=etd.

Hamiti, Mentor, and Blerim Reka. 2012. "Teaching with Technology." In Procedia Social and Behavioral Sciences, Elsevier, 1171–76.

Kerimbaeva, Botagoz Talgatovna, et.all. 2014. The use of information technologies in the training of students. Procedia –Social and Behavioural Sciences 1 1 6 (2 0 1 4) 2 6 9 7 – 2 7 0 1. 5th World Conference on Educational Sciences - WCES 2013

Lin, Yen-Ting, and Min Jou. 2012. "A Web Application Supported Learning Environment for Enhancing Classroom Teaching and Learning Experiences." Procedia - Social and Behavioral Sciences 64: 1–11. http://linkinghub.elsevier.com/retrieve/pii/S1877042812049786.

Shaharanee, Izwan Nizal Mohd, Jastini Mohd Jamil, and Sarah Syamimi Mohamad Rodzi. 2016. "Google Classroom as a Tool for Active Learning." AIP Conference Proceedings 1761.

Wijaya, Andri. 2016. "Analysis of Factors Affecting the USe of Google Classroom to Support Lectures." In The International Conference on Information Technology and Engineering Application, Palembang, 61–68.