

Supporting 21st century English teaching and learning through Google Classroom at university level

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Abstract

English teaching and learning in the 21st century is demanded to be technology-based to balance demands in the digital age. In this digital age there are various ways of learning besides being in the classroom, one of which is through the use of e-learning, namely Google Classroom. The purpose of this study is 1) to reveal the design of English teaching and learning using Google Classroom for English Education Department Students of IAIN Metro, 2) to identify students' responses toward the use of Google Classroom in English teaching and learning. This study is qualitative in the form of field research. English teaching and learning was carried out by implementing Google Classroom at the third semester students of English Education Department IAIN Metro. This research showed that Google Classroom can facilitate both students and lecturers in conducting English teaching and learning process more comprehensively. This is because both students and lecturers can provide learning materials, give questions, collect assignments, distribute assignments, and assess assignments anytime and anywhere.

Keywords: Google Classroom, English teaching and learning, 21st century learning

Introduction

In this digital era, technology develops rapidly. The development of Information Technology (IT) makes many people compete for innovation to create IT that can be used in every sector such as sending messages, assignments and communicating online, searching and buying online, ordering tickets and transportation online, ordering food online and many others. Therefore, many aspects of human life are influenced by the development of IT, one of which is related to the learning process in the field of education.

The 21st century learning is demanded to technology-based learning to balance the demands of the digital age in which the goal of students is accustomed to having 21st century life skills. This 21st century learning is the integration of literacy skills, knowledge skills, attitude skills, and technology

mastery (MoEc in Martini, 2018, p. 22). English has become the main language for education and technology, business, health, law and others (Krisnawati, 2019).

With the development of IT, there are many applications and websites that can be used as media to support the learning process in the classroom. One of the online learning media which is currently being developed and used is Google Classroom. Google Classroom is a software that is introduced as a feature of Google Apps for Education which was released on August 12, 2014. Google Classroom is a platform of blended learning in schools in order to simplify the process of creating the assignments and getting the grade out to the students in a paperless way (Yates in Sukmawati&Nensia, 2019, p. 143). Google Classroom is an application which is used as an online learning media in providing, sharing, and grouping the students' assignment paperless (Soni, Hafid, Hayami, Fatma, Wenando, Amien, Fuad, Unik, Mukhtar, Hasanuddin, 2018, p. 18).

The use of Google Classroom will make the learning process at university level more effective since lecturers as educators and students can communicate at any time through Google Classroom. The system used by Google Classroom is not only a website but also in the form of application that can be installed onto smartphones where the students' account will log in continuously so that if the lecturer gives an assignment, shares learning materials or announcements, students can receive notifications automatically.

Google Classroom is designed to provide opportunities to the lecturers in exploring their scientific ideas to the students. Lecturers can provide an online discussion room for their students. However, there is an absolute requirement for applying Google Classroom, which is good internet access/connection. Everyone can use this application by joining as a member. The online class is designed by a lecturer and adjusted to the real class (Garczynski, 2014).

Through Google Classroom application, it is assumed that the students' learning objectives will be more easily achieved. Google Classroom helps the lecturers when they cannot attend the classroom, organize classes and communicate with students without having to be tied to the schedules. In addition, Google Classroom is an E-Learning which utilizes extensive teaching materials to improve students' knowledge and skills (Sabran & Sabara, 2019, p. 122).

Google Classroom is designed for four users namely, teachers, students, parents, and administrators. For teachers, it can be used to create and manage classes, assignments, assessment, and provide the score directly. For students, it can be used to monitor teaching materials and class assignments, share materials and interact in the class stream or via e-mail, send assignments, and get scores and grades directly from the teachers. For parents, it can be used to

get email summaries related to student assignments. This summary includes assignments that are not done, further assignments, and class activities. For administrators, it is used to create, view or delete classes in their domain, add or remove students and teachers from the class and view assignments in all classes in their domain.

According to Izenstark & Leahy (2015), The design was familiar to students as they were already using Google products via their students Google Apps accounts. The students especially liked the connectivity with their Google Drive accounts. No longer did they have no worry about saving documents on the classroom computers due to the autosave feature and the use of Drive made collaborating on assignment easier due to the sharing capabilities.

Sari (2016, p. 134) said in her research that Blended Learning Method combines face-to-face learning and online learning, this method is very suitable to face the Indonesia challenge in the 21st century and prepare a learning environment for achieving 21st century competencies. The blended learning method can create a positive learning environment for interaction between students and teachers, and among students without being limited by space and time.

Aparicio et al. (2016) stated that teachers and student groups can also interact directly with the system if they promote learning or research activities. In addition, (Hakim, 2016) showed that the implementation of e-learning (Moodle, Google Classroom, and Edmodo) can increase the students' interest and motivation in learning.

Based on the background above, E-Learning is very effective in the learning and teaching process. It is supported by (Haris et al., 2019) that the role of teachers or lecturers is to prepare the language learner and to give awareness as well as necessary skills to understand how the language is actually used. This research has a novelty compared to previous studies because in this case the authors implemented the use of Google Classroom as a learning media for English Education Department students. The purpose of this study is 1) to reveal the design of learning English using Google Classroom for English Education Department students at IAIN Metro, 2) to identify students' responses toward the use of Google Classroom in English teaching and learning.

Method

This research was a qualitative research in the form of field research. This research was conducted using Google Classroom in four different classes on Essay Writing subject in the third semester English Education Department students of Tarbiyah and Teacher Training faculty IAIN Metro for 16 meetings. Each meeting required 100 minutes. Each class was divided into groups

consisting of 3-4 students.

To complete the data, the researcher interviewed 20 students as subject who used Google Classroom. Then, documentation including documentations in Google Classroom were used as supporting data. In analysing the data, the researchers described the implementation of teaching essay writing through Google Classroom, then the researchers elaborated with the students' responses toward the use of Google Classroom.

Results and discussion

The implementation of teaching essay writing through Google Classroom

Learning materials

Teaching Essay Writing through Google Classroom is considered to be more effective and useful for the students. This application offers teaching and learning activities such as classroom activities.

Google Classroom application permits educators (lecturers) to provide learning material that will be distributed to their students. Supported by 42 different languages, Google Classroom is able to post the latest updates which are related to announcements, learning materials and assignments to students.

Teaching and learning activity was started with the lecturer's explanation about learning contract of Essay Writing subject for English Education Department students of IAIN Metro. After students understood the learning contract for one semester, the lecturer divided the students into several groups consisting of three to four students.

At each meeting, the lecturer shared the learning material in the form of Power Point (PPT), Handouts, and textbooks in Google Classroom so that the students could download the learning materials. After explaining the learning materials, each group was asked to discuss the assignments given by the lecturer, then they submitted the results of the discussion into the column provided by the lecturer in Google Classroom.

After the lecturer accepted the assignments collected by students through Google Classroom account, the lecturer checked the assignment then provided comments, suggestions and assessment of the given assignment. After that, the lecturer returned the assignments to each group. Furthermore, the lecturer called randomly three to five students to come to front of the class and do the exercises about the learning materials that had been explained.

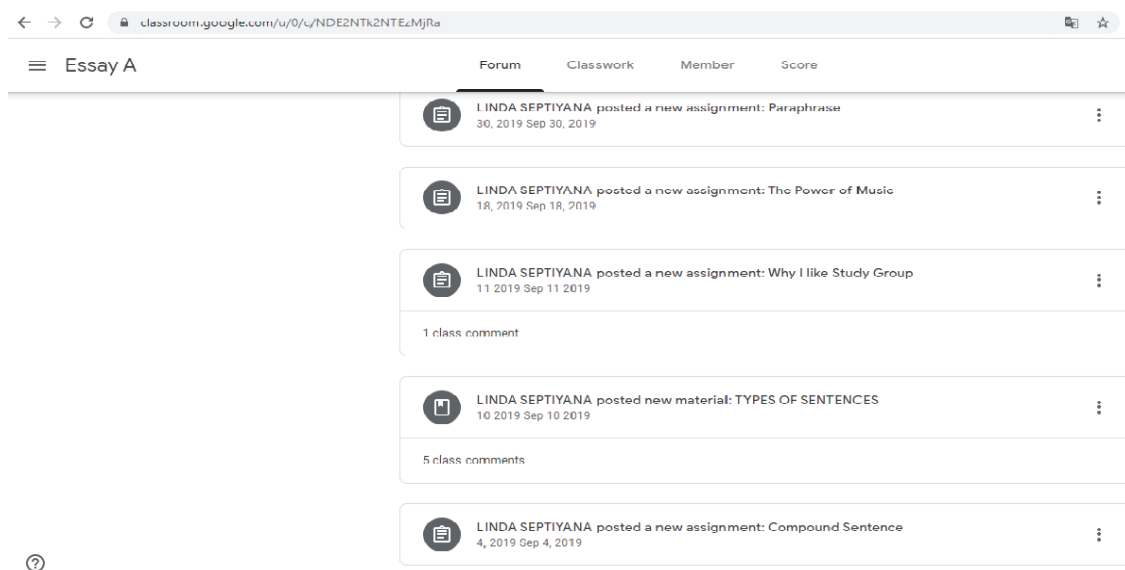


Figure 1. List of Learning Materials

Figure 1 showed the learning materials on Essay Writing subject: 1) Sentence by Purpose, 2) Sentence by Structure, 3) Types of Sentence, 4) Compound Sentence, 5) Complex Sentence, 6) Paragraph, 7) Unity, 8) Coherence, 9) Paraphrase, 10) Planning an Essay, 11) Essay Outlining, 12) Making Article, 13) Revising and Editing an Article.

Learning method

The learning method used in Essay Writing class was discussion. The learning model developed in this teaching and learning activities was in the form of peer learning/peer teaching (learning with peer tutors, while lecturers have the task as facilitators if the discussion process finds obstacles).

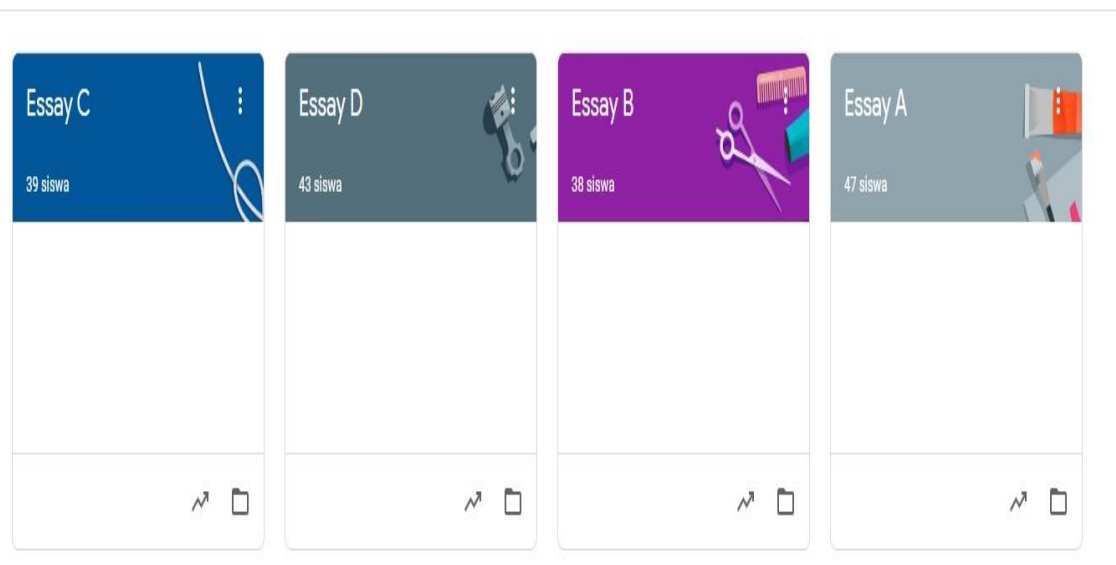


Figure 2. List of classes in Google Classroom

Figure 2 showed that there were four classes which the researchers used as the subject of this research, namely, Essay Writing A, Essay Writing B, Essay Writing C, and Essay Writing D. The total numbers of the students were 167 students. Every assignment must be submitted through Google Classroom application at the end of the lesson. This aims as an evaluation for lecturer to measure whether the students understand or not about the materials which had been learned. Then the lecturer provided their comments, suggestions, and scores of the groups' assignments. In providing the class assignment, the lecturer used deadline. This is used to train discipline for the students in doing assignments.

There were 4 indicators used as a reference by lecturer in giving the students' final scores, namely activeness, individual and group task, mid test, and final test. Activeness scores were calculated from the aspect of the attendance and attitude of students in giving questions, answering questions, and responding in the learning process. While the mid test and final test scores were obtained through tests to see the students' understanding about the learning materials.

Various exercises were also carried out to measure the extent of student's understanding after discussing the learning materials. The learning materials related to writing skill such as writing words, writing sentences, writing paragraphs, and writing essays.

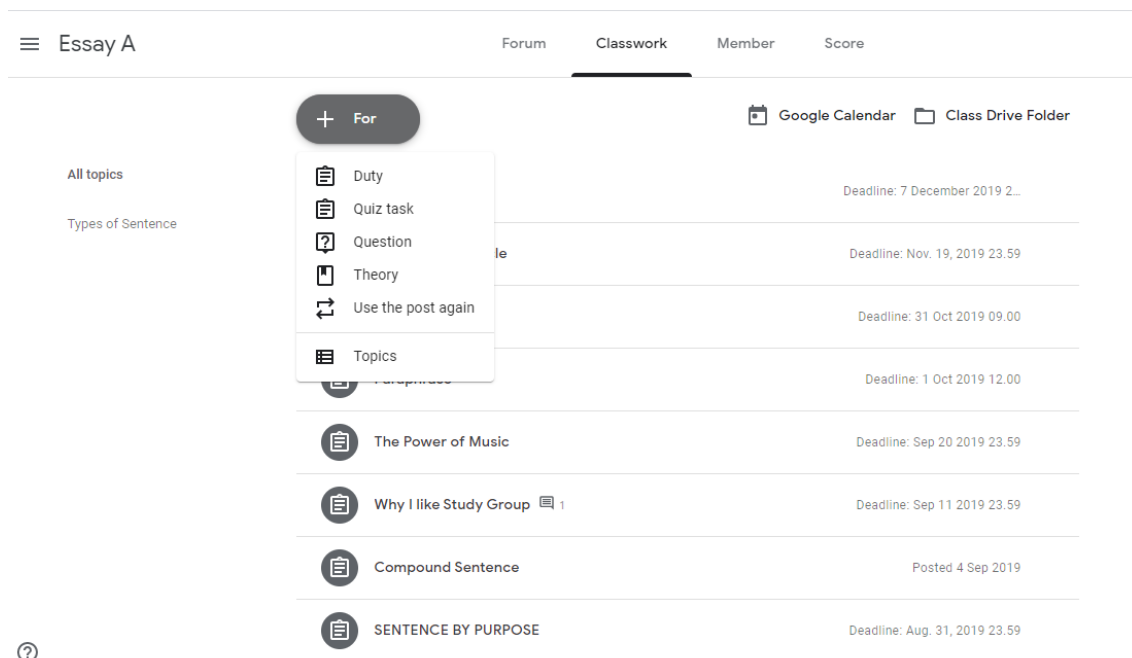


Figure 3. List of features in Google Classroom

Figure 3 explained several features in Google Classroom that can be used effectively in teaching and learning English, namely:

a. Creating duty/assignment

Duty is used to provide assignments and attach assignments in the form of files. By utilizing technology in the Google Classroom application, it is easier for lecturer to upload assignments to be given to their students. Besides that, the lecturer also become more open to technological advancements and not only use traditional English learning methods where the lecturer is the only active object in the learning process.

Through this feature, the students can access Google Classroom and download assignments given by lecturer without having to write questions given by the lecturer. The students only need to edit and type the answers. Through this feature, the lecturer provides due dates or deadlines so that the students have a sense of responsibility and do not waste time in doing assignments so that the values of discipline will indirectly grow in their personalities.

b. Asking question

Question is used to give questions to students. Through this feature, the students and lecturer can open a discussion room regarding the learning material. Lecturers give questions to initiate the material to be studied so that the students have preliminary knowledge to guide them in understanding the material to be taught. This feature is also very effective because it can streamline the sustainability of learning process not only face to face learning. The lecturer can give questions at the end of teaching and learning process to evaluate the learning process that has been carried out. The students can submit the answers according to the deadline given by the lecturer.

c. Providing learning materials

This feature is used by the lecturer to provide learning materials or teaching materials related to English language teaching, especially Essay Writing. This feature is very effective and efficient because the students do not need to duplicate the learning materials provided by the lecturer, the students simply download these materials so that they do not need to spend money and waste paper that can pollute the environment and reduce tree populations in the forest.

d. Reposting

This feature is used to retweet the existing posts, the lecture can add questions and edit them, also can be directly shared to the class group to be addressed. Therefore, learning English based on Google Classroom is very effective if it is used in learning to attract students' interest so that it can be applied in daily lives.

e. Creating Announcement

This feature is used to give announcements to the students. Through this feature, the lecturer do not have to meet the students directly through learning in the classroom, because in this digital era which is supported by sophisticated technology, the lecturer can provide information or announcements posted through Google Classroom and uploaded to each class based on the announcement which will be conveyed to the students.

The role of lecturers in learning English through Google Classroom not only know the name and know what for and why this application is used, but the lecturers also need to know how to use the media. Implementing Google Classroom is certainly not an easy thing for lecturers who do not have skills in

information technology. Following are the steps of teaching English through Google Classroom:

- a. Lecturers asked the students to open Google page via Mozilla Firefox or Google Chrome, then type Google Classroom.
- b. Make sure that the lecturers and the students have Gmail accounts. Because if you do not have the account, you cannot use Google Classroom. If you do not have the account, you can visit the site classroom.google.com and sign in. for lecturers, choose as a lecturer to create a class and for students, choose as a student, then join the class by using the code given by the lecturer.
- c. The lecturers add students directly or share the class codes so that the students can join the class. The lecturers in the class had to inform to their students that in the process of teaching and learning lecturers will apply the Google Classroom application as a learning media
- d. The lecturer emphasized to the students that the e-mails that will be used must consist of full names and cannot use nicknames or others. Because if the name is incomplete or incompatible with attendance list, the lecturer had difficulty in giving the scores.

Students' responses toward the use of Google Classroom

The data was also supported from interview result which was conducted from 20 students. After transcribing the interview, it was found that most of the students' responses toward the use of Google Classroom were very positive. The students showed their enthusiasm and interest during the teaching and learning process. Most of them enjoyed to participate actively because this application is easy to access, save space and time and can increase their discipline. Nevertheless, there were also the negative sides such as lack of proper *Wi-Fi* network on campus and require sophisticated device for the students.

Below are some related parts of the interview transcriptions:

Student A:

"..... I think Google Classroom is effective in writing class. I have already implemented Google Classroom since I was in Senior High School. The advantage that I got in blended learning are simpler and more comfortable

Student B:

".....In my opinion, Google Classroom is effective in essay writing class the advantages that I got in blended learning is time effectiveness, and of course we can help to reduce the use of paper. While, the disadvantage that I got in blended learning is lack of discussion and bad connection..."

Student C:

“.....Google classroom makes learning process more effective. I can submit the assignment just by uploading the picture. The due date makes us becomes more discipline....”

Student D:

“..... I do not think that it is a good idea, because I have obstacles with my signal...”

Student E:

“..... I do agree with the use of Google Classroom, because I am not afraid of losing the learning materials form the lecturers because if it is lost, I can download it again anytime....”

Student F:

“..... I think it is easy to access, and effective media in teaching and learning process. My lecturers often give announcements through this application....”

Student G:

“..... Sometimes, I think it is ineffective because of the network troubles that make us difficult to handle this....”

Student H:

“..... I love this application, it helps us knowing the evaluation from the lecturers. The lecturers can give their comments in our writing...”

Student I:

“..... I think Google Classroom is nice application, because through Google Classroom, the students can communicate with lecturers privately without shame with other friends but it also requires sophisticated device for the students....”

Student J:

“.....I think Google Classroom is absolutely effective in writing class, because through Google Classroom, I can increase my skill in technology then it makes the teaching and learning process more fun and not boring. Surely, I like this method for my activity...”

Student K:

“..... Yes, I think it is interesting. I can see my writing results directly on the comment. ...”

Student L:

“..... I like when the lecturers gave questions, and we can discuss it about the materials anytime and anywhere....”

Student M:

“..... I like this application, because I do not worried if I lose my files. Because it is automatically saved in my Google Drive...”

Student N:

“.....The slow or poor Wi-Fi network on campus does not support the implementation of Google Classroom, because bad connections will make the process of teaching and learning activities slower and more difficult....”

Student O:

“..... I think it is effective and efficient way. Because I do not need to duplicate the materials. Through this application, the students do not spend money and waste paper that can pollute the environment....”

Student P:

“..... Yes, I think Google Classroom is worthed and can be used as a learning media, because I can open this application through my smartphone, I am able to know when my lecturers provide the assignments or learning materials...”

Student Q:

“..... I support the use of this application, Google Classroom is easy to access, simple, and can improve the students’ and lecturers’ competency in using 21st century technology....”

Student R:

“..... I think it is a good application to use, but sometimes one student can see the other students’ works while it was posted no in the assignment feature....”

Student S:

..... In my opinion, Google Classroom is friendly to use and I do not have any technical problem...”

Student T:

“..... I think teaching writing through Google Classroom is more convenient and safe because the students can automatically saved their essay writing projects through Google Document.....”

In summary, Learning English through Google Classroom application provides many conveniences and benefits not only for lecturers but also for students in teaching and learning process. This application fosters good communication between lecturers and students, especially communication about assignments and materials related to learning English, especially in Essay Writing subject. Having good communication through online discussion rooms, students become more active in exploring the material provided by lecturers. Google Classroom encourages students to do assignments on time, through this

application lecturers indirectly teach their students the values of discipline in finishing the assignments. Google Classroom provides convenience and fluency in the teaching and learning process for educators and students, this application increases the intensity of communication outside of official learning hours. This method also gives flexibility to the lecturer in providing access to the students to obtain scientific references related to courses that are not acquired by the students during face-to-face meetings. The implication of using Google Classroom especially for English Education Department students' of IAIN Metro, in the future they have high competitiveness, extensive knowledge, good technological abilities, and superior achievements in facing the digital era.

Conclusion

Based on the finding and discussion, the researcher makes conclusion as follows: 1) In designing English teaching and learning using Google Classroom for English Education Department Students of IAIN Metro, the lecturers have to prepare the learning materials and learning methods. The learning materials have to be adjusted from semester lesson plan. There are some features which can be used in supporting the learning method through Google Classroom such as creating assignment, asking question, providing learning materials, creating announcement and reposting. 2) Students' responses toward the use of Google Classroom in teaching and learning are very positive. The students are very active in exploring the learning materials given by the lecturers anytime and anywhere, the students indirectly are taught the values of discipline in finishing the assignments, this application increases the intensity of communication between lecturers and students outside of official learning hours, the students can see the results or evaluations of their writing from their lecturers, and Google Classroom also can improve the students' competency In using 21st century technology.

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