Article

GOOGLE CLASSROOM AS A WEB-BASED INSTRUCTION IN TEACHING ENGLISH WRITING AND SPEAKING DURING COVID-19

Elli Setiyo Wahyuni
elli.setiyo@hangtuah.ac.id; elli.20012@mhs.unesa.ac.id
Department of Public Administration, Faculty of Political and Social Sciences,
Universitas Hang Tuah, Surabaya-Indonesia

Deasy Arieffiani
deasy.ariffiani@hangtuah.ac.id
Department of Public Administration, Faculty of Political and Social Sciences,
Universitas Hang Tuah, Surabaya-Indonesia

Abstract

This paper aims at investigating the impacts of the enactment of Google classroom as instructional media in the context of EFL. E-learning through Google classroom is an effective and interactive media to teach writing and speaking skills during social distancing. This is a qualitative study assessment, interview, and questionnaire in collecting data. Analytic and diagnostic rating scales are the assessment to measure writing and speaking skills. The results show that English Language Teaching in Google classroom promotes innovation in collaborating the use of assessment, students' background knowledge, and real-world materials. The impact shows that students have great achievement in both writing and speaking skills and Google classroom is more recommended than traditional lecturing.

Keywords: *assessment, Google classroom, speaking, writing, distance learning*

Sari

Riset ini bertujuan untuk menggambarkan dampak penggunaan Google classroom sebagai media pembelajaran dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing. E-learning melalui Google classroom merupakan media yang efektif dan interaktif untuk mengajarkan keterampilan menulis dan berbicara selama social distancing. Penelitian ini merupakan penelitian kualitatif yang menggunakan wawancara, dan kuesioner untuk pengumpulan data. Skala penilaian analitik dan diagnostik adalah penilaian yang digunakan untuk mengukur keterampilan menulis dan berbicara. Kuesioner dan wawancara juga digunakan untuk menganalisis hasil temuan. Hasil penelitian menunjukkan bahwa pengajaran Bahasa Inggris melalui Google classroom, mempromosikan inovasi dalam mengkolaborasikan penggunaan penilaian,
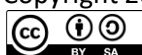
pengetahuan latar belakang siswa, dan materi dunia nyata. Dampaknya menunjukkan bahwa mahasiswa memiliki prestasi yang lebih baik dalam keahlian menulis dan berbicara. Penggunaan Google classroom lebih direkomendasikan daripada kuliah tradisional secara tatap muka selama pandemi covid 19.

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Introduction

E-learning is the learning model that uses information and communication technology to educate learners without limitations of time and space by connecting the learning interactions on the internet (Chitra & Raj, 2018; Arkorful & Abaidoo, 2015). In line with this, e-learning refers to the mode of electronic teaching and learning that integrates educational activities of individuals and groups of people (Guri-Rosenblit, 2018; Ghavifekr & Rosdy, 2015). Effective e-learning should create participation among the learners and enhance interactivity (Wilson, 2015). E-learning is one of the media on the internet that helps the teacher to improve the student learning progress during a global pandemic.

The innovation in education is considered to have rapid and complex movements that indicate flexibility in the approach and attainability in the objectives (Wedell, 2009). One of the implications of this development is the use of technology in the learning activity (Yanti & Nurhidayah, 2020). The integration of e-learning is unavoidable and necessary and it changes the way of learning and becomes effective when it is conducted correctly (Tanveer, 2011; Mohammed Nasser Hassan Ja'ashan, 2020). Learners are involved in e-learning to adjust the change in self-directed learning. E-learning is as effective as traditional lecturing when it is well managed by the facilitators to assure the effectiveness of the learning experience (Owens & Price, 2010; Li et al., 2014). The use of e-learning promotes technology standardization, but the facilitators should integrate the teaching materials that foster autonomy and motivation

in understanding the course topics (Kashefian-Naeeini & Kouhpeyma, 2020; Zhong, 2018). In addition, e-learning enhances the knowledge, practice, and experience of the students. It is clearly stated that e-learning improves the students' participation and helps the facilitator to organize the materials.

One of the technologies that contribute to e-learning is the use of Google classroom; however, the success will depend on the teaching strategies, various activities are given so that they could challenge all the learning styles (Okmawati, 2020; Salam, 2020). E-learning provides benefits to the students which are interactive, efficient, and enjoyable classroom. Furthermore, students show good efforts to learn when they use productively and purposely the internet media. Timely feedback, authentic resources, classmates, and the facilitator will enhance the students' performance (Nedeva & Dimova, 2010; Mutambik, 2018). Students' motivation is increased through the media of e-learning than traditional lecturing. The use of Google classroom in this study aims to provide the interactivity of learning.

There are some researches related to e-learning in English language teaching. E-learning is an interactive and modern technique of learning for students as the young generation (Mardiah, 2020; Sari, 2020). Learning through the internet is the solution to educational barriers. E-learning enhances the educational process in terms of efficiency and the way of learning (M.A.T, 2014; Cakrawati, 2017). E-learning helps to extend the experience of students to assess the newest technologies (Richards, 2015). Furthermore, e-learning maintains the quality of education in which will improve the quality of students and learning methods (Zakarneh, 2018; Fitria, 2020). Technology makes people be able to communicate easily. Because of its sophistication, e-learning allows people to learn more efficiently and effectively (Kuama & Intharaksa, 2016). Language learning has evolved into an instant application through the modern technology of e-learning.

This study aims to help students acquire English language skills and the application of e-learning strategies is important to pursue academic goals and give impact on professional goals. The scope of the study is to know the effectiveness of e-learning in

writing and speaking skills during the pandemic situation and to measure the students' learning achievement by using specific rating scales in writing and speaking.

Theoretical review

Learning English as A Foreign Language

Learning a foreign language requires two aspects, namely context, and subject (Rohmatillah, 2014). Context includes the linguistic, social, and educational contexts which are social beliefs and attitudes regarding foreign language acquisition, cultural understanding, educational policy, the school environment, teaching methods, and social networks (Ihejirika, 2001; Cunningham, 2015). Therefore, this is essential to conduct language learning by using e-learning.

Subject matter related to the person includes the use of language, grammatical and pragmatic skills, as well as the students' learning strategy (Takkaç Tulgar, 2016). Therefore, English as a foreign language needs to be mastered as the main goal. In line with this, English as the international language becomes the language of the world, sports, radio, television, telecommunication, and the internet (Inan-Karagul & Yuksel, 2014). Education in the world uses English in teaching to enable students to speak, read, and write in English (Escobar Fandiño et al., 2019). A large number of students study English skills to communicate for social needs and to educate themselves for professional lives. Thus, English as a foreign language should be taught as it has an important role in education. For all that, e-learning supports English language teaching.

The adjustment of language materials should be taken into consideration based on the competencies that expose students to use authentic materials (Fitriani, 2017; Fithriyah, 2015). English materials consist of listening, speaking, reading, and writing as the language learning domains. In addition, language teaching requires the facilitator to focus on specific language tasks, recognition of students' needs, and exploration of the creative method. For this reason, writing and speaking skills are assessed due to the needs and desires of the target population (Inan-Karagul & Yuksel, 2014). The use of e-learning in language teaching promotes creative method that meets the students' needs and real-world context (Bosco & Ferns, 2014; Ozverir & Herrington, 2011).

Furthermore, English as a foreign language will be authentic when it is practiced anytime that motivates students to be autonomous.

Google Classroom as A Distanced Instructional Media during Covid-19

Students learning performance tends to be better through social media than through traditional lecturing (V. Li, 2017; Ahmed, 2020). Therefore, Google classroom, a web service that aims to bring modern technology to the classroom for teachers, students, and education (Sukmawati & Nensia, 2019; Yunus & Syafi'i, 2020) is regarded as a relevant instructional innovation. Through this, teachers can share materials with students and vice versa (Ratnaningsih, 2019). Students can submit the result of the tasks and the lecturer monitors the learning progress for each student and returns the work along with the comments.

Google Classroom features are streaming, the name of the classroom, students as the participants, and the grades. Students are invited to the classroom through the institution's database and they can communicate the assignment with the lecturer and another student, in this case, students can submit the tasks, and the teacher grades the students' works (Subandoro & Sulindra, 2019). In terms of announcements, they can be posted by the lecturer, and students are allowed to give comments for two-way communication effectively. Furthermore, students can post the announcement to the class stream regarding the task and class project that they have to complete (Harjanto & Sumarni, 2019).

In terms of the assignment, it can be stored and graded on Google classroom. The students submit the tasks on Google Drive and the teacher will grade them. In addition, Google classroom provides different types of grading schemes. Teachers attach the files of the document to the assignment that students find easy to be viewed, edited, and copied. The graded assignments are returned to the students along with the teacher's feedback to allow them to revise the assignment and to make revisions on English language skills. The facilitator arranges the schedule, announcement, and tasks related to the learning goal. Teacher and students respond to the news posted for students-students and facilitator-students communications. Google Classroom is an interactive

class that aims to involve students in the activities (Imam Tyas Sansinadi & Winarko, 2020).

Technological Enhanced Teaching in EFL contexts

The capability to write is important in the worldwide community (Ng, 2017; Tuan, 2012). Advanced technology promotes the written interaction among people throughout the world. In addition, communication in written form is becoming an important skill for education (Ghahri et al., 2015; Irianto et al., 2019). Meanwhile, teaching writing requires an assessment that aims to provide information about what the students have achieved and the teaching program has been successfully conveyed (Gulikers et al., 2006; Ashford-Rowe et al., 2014). The use of assessment in writing is essential and it is related to the procedures for scoring the written product. There are three main types of rating scales for assessing the students' writing (Ratnaningsih, 2019; Tuan, 2012). They are primary trait scales, holistic scales, and analytic scales (Klimova, 2011). The choice of rating scale depends on the purpose of the assessment. The study measures writing skills in terms of content, organization, vocabulary, language use, and mechanics (Larenas et al., 2021; Wolf & Stevens, 2007). For this reason, it is used analytic scoring is one of the best-known analytic scales in ESL (Razı, 2015). The essential of writing is the adequate input for improvement that connect the students' interest and have a practical application in real life. Therefore, analytic scales provide teacher's feedback as the input for the students.

The capability to speak English means to be able to express knowledge of the world, thoughts, and feeling into spoken communication in the English language (Stott, 2018). The goal of speaking is to communicate the language with friends, relatives, colleagues, visitors, and all the people into a meaningful conversation. To master speaking skills, the students must master the language because it takes a long time to develop and needs the process to be competent in using the English language (Kuning, 2019). In addition, the assessment of speaking to measure the speaking skill might depend not only on the feature of speech such as pronunciation, accuracy, fluency, but also on other factors such as the language level, gender, characteristics of the speakers, the topic of

discussion, and the opportunities to show the ability to speak (Tuan, 2012; Isaacs, 2017). Furthermore, the use of speaking scales describes speaking performance.

A diagnostic rating is a checklist to describe the job or workplace of the students that aims to provide a real-world experience in speaking English (Othman et al., 2008; Nakatsuhara, 2007). There are two types of checklists in which the first is a yes/no format and the comments are available to note good or bad aspects. The second is a +/- format and the comments can be given to record the strengths and weaknesses on each aspect (Isaacs, 2017). The feedback in this checklist is used to help the students to learn more from the strengths and be aware of the weaknesses to improve their language skills (Obaidul Hamid & Hoang, 2018). For this reason, the students are given a diagnostic rating checklist for a description speaking task that is related to the student's duty in the workplace and real-world context.

Methods

This is a qualitative study that applies methodological triangulation (Dźwigoł & Dźwigoł-Barosz, 2020; Noble & Heale, 2019). It is defined as the use of various methods to collect data in one study (Chako, 2017). The participants were sixty students in the English class at Universitas Hang Tuah. During the participant recruitment, all students involved in this study was told their roles and contribution as well as their rights to withdraw at any time of the project period. Thus, all consents have been passed and negotiated before data were collected.

E-learning is conducted throughout one semester during the pandemic. All of the students study from home and practice writing and speaking skills to be productive and competent. Data collection and analysis are derived from the result of the questionnaire, interview, and assessment using rating scales. Rating scales are used to assess the students writing and speaking skills. A questionnaire and interview are given to know the impact of e-learning and the assessment on students' learning achievement. The method attempts to answer the students' need in learning English through the function of social media which is Google classroom. As the students' learning goal is to master writing and speaking skills, the study will prove the effectiveness of using assessment and e-learning in writing and speaking skills.

Figure 1 shows the methodological triangulation used in this study. The results of rating scales used in writing and speaking assessment are compared with the results of the questionnaire and interview to have cross-checking data for the findings.
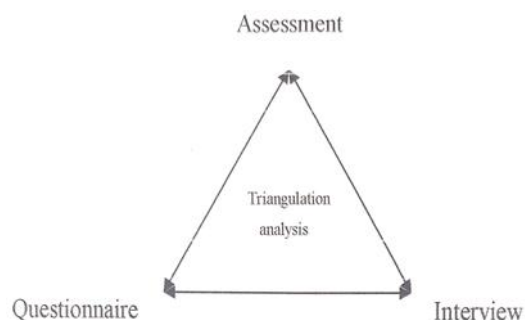
Results and Discussion

The assessment of writing and speaking skills uses rating scales as the students' learning measurement. The purpose of giving a rubric is to inform the grades and to know the weak areas that require improvement. The analytic rating scale is used for assessing writing skills. The student's writing result is graded by the facilitator and given feedback using an analytic rating scale. The function of the ESL composition profile is to grade the writing result in terms of content, organization, vocabulary, language use, and mechanics. It also provides commentary feedback to inform the weak aspect of the evaluation. ESL composition profile shows the various level and criteria of writing skill.

The function of the rubric is to diagnose the weak area in writing skills. Overall, they represent the ideas into sentences well, so that in terms of content, organization, language use and vocabulary are well managed. In terms of mechanics, students need some improvements in the practice. Mechanics is also important to master in writing skills, unfortunately, students do not pay attention to mechanics errors. For this reason, the function of writing assessment is as the evaluation for improvement.

The findings show the students have stated their opinions toward writing achievement. The result of the writing assessment is cross-checked with the interviews and questionnaire. The use of online learning using Google classroom creates interactivity of learning between lecturer-students and students-students without limitation of time,

pace, and place. Because of the global pandemic, students spend most of their time at home and it is a suitable method to learn written English through Google classroom. It helps them to have practice on writing skills. Online learning supports the students to use their background knowledge to put the ideas into written forms. The experiences in the workplace and students' knowledge of the world make it possible for students to write the essay. For this reason, Google classroom is the appropriate media learning for English writing skills. Whereas, the diagnostic rating scale is used to assess speaking skills. Speaking activities can be conducted in Google classroom. Students who study from home, contribute well in the learning process especially in speaking because they make the video of personal opinions toward students' duty during studying at home.

Google-based instruction is considered as the creative way of learning for students to express their opinions and ideas. Google Classroom makes it possible to send the speaking task in video recording. Students recorded their presentations in the workplace or from home and sent them in Google classroom. Students can practice speaking even though there is no face-to-face learning with the lecturer. Thus, this method allows students to use the background knowledge to express the ideas in speaking, to be autonomous students, and to be creative learners (Kashefian-Naeeini & Kouhpeyma, 2020; Zhong, 2018). The result of the assessment in speaking is related to questionnaires and interviews. It is stated that students prefer to use Google classroom to conduct speaking practices because online learning is a flexible method to do the assignment. Students perform the speaking task well because the instructions are clearly explained and the lecturer does the role of the facilitator. Instructions in online learning are very important when the task is given because students will know what to do and what to accomplish in the learning target. Online learning also allows the lecturer to advise students when there is a discussion related to the task given.

Table 1 is the grading results from writing and speaking skills. The use of diagnostic and analytic rating scales helps the lecturer to grade the students' work through Google classroom so that the students know the weak area of English skill for improvement. The grading results show that the media of online learning supports students to be active learners, productive, and have excellent achievement. Some twenty-eight students

perform excellently in writing and 34 students in speaking. In addition, more than twenty students reach very good grades in both skills. The lowest grades are still considered a good achievement and no students get fair grades. It is proven that e-learning supports students to practice writing and speaking skills.

Table 1. Assessment results in writing and speaking

No.	Grading	Writing assessment	Speaking assessment
1	$X \geq 80$ (Excellent)	28 students	34 students
2	$76 \leq X < 80$ (Very good)	21 students	22 students
3	$66 \leq X < 76$ (Good)	11 students	4 students
	Total	60 students	60 students

E-learning in Google classroom-based instruction provides interactive communication between lecturer-students and students-students. in line with Obaidul Hamid & Hoang, (2018), either direct and indirect feedback will be benefits for students. They become aware of their tasks and performances. The use of streaming in Google classroom is to announce the English material and students can respond to it by giving comments as two-way communication. Furthermore, the lecturer may provide some information about the grade, how to conduct studying from home using Google classroom, and how to do the task given. Google Classroom makes writing and speaking materials to be delivered successfully because the topics are related to the students' world knowledge in which it's easy for them to complete the tasks during quarantine. Google classroom is beneficial for the lecturer to keep the learning records and to assess them for grading. The following figure shows the two-way communication in Google classroom.
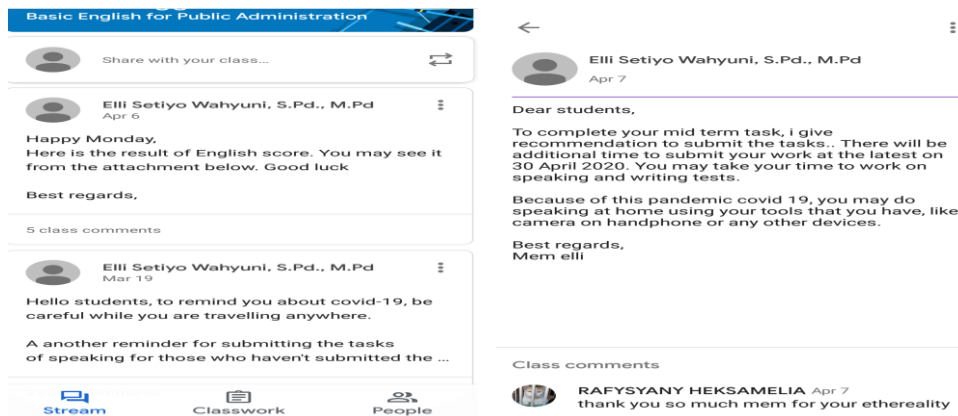
Figure 2. Two-way communication in Google classroom

Students are productive at home by practicing writing and speaking skills. The results of the questionnaire and interview show that Google classroom helps students to stay up to date with the learning process, to have online communication among friends, to keep on practicing writing and speaking skills without traditional lecturing, and to learn English productively during the pandemic.
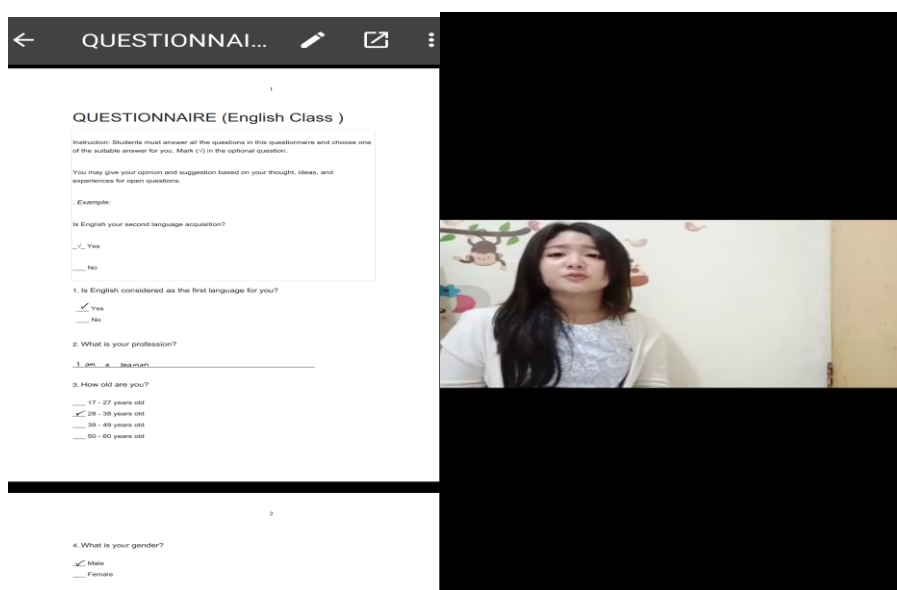
The benefit of Google classroom is to send the writing and speaking results. Students record their speaking performances using electronic devices, like mobile phones or cameras, and upload the results in Google classroom. The results of speaking are assessed using a diagnostic rating scale and the grades will be announced in Google classroom. In addition, the students' writing composition is assessed using an analytic rating scale and students see the results of the grades in Google classroom to observe the learning achievement. As Kashefian-Naeeini & Kouhpeyma, (2020) findings, e-learning support will help students in organizing and monitoring their learning outputs and outcomes from their portfollios. Figure 4 shows the students' speaking and writing results in Google classroom.
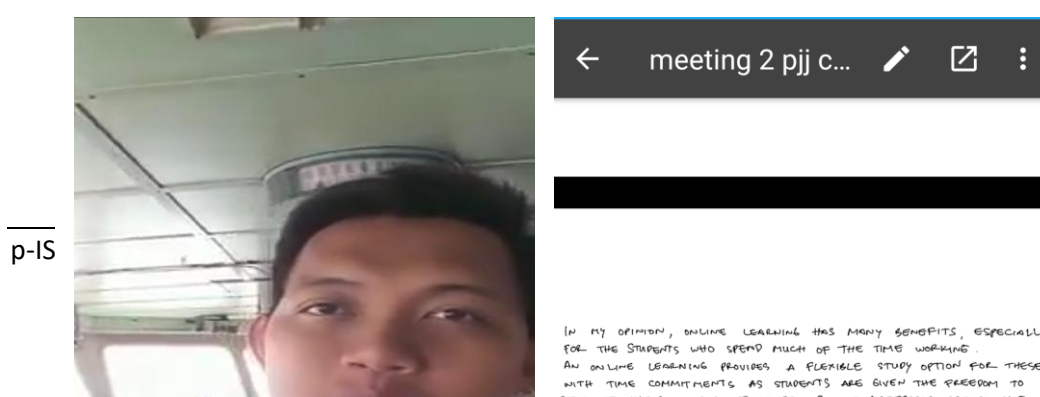
Figure 6 is the pie chart to illustrate the percentage of students' learning preferences

Figure 4. Speaking and writing results in Google classroom.

The most significant percentage is learning through Google classroom, in which 67% of the total of the students get the benefits from learning English using Google classroom because of the efficiency and effectiveness. Meanwhile, some students suggest using other media, like mobile learning and email, unfortunately, the use of these media is not the recommendation of the institution and the tools do not facilitate the teaching and learning sufficiently. Moreover, it's only 10% of the total of the students who prefer traditional lecturing. This traditional method is almost impossible to be conducted because of the global pandemic of Covid-19. Every country around the world faces this coronavirus, so all of the students are suggested to stay at home and study from home. For this reason, Google classroom is recommended to use for teaching and learning English in which students can be productive and encouraged to learn autonomously according to the guidance and instruction from the lecturer. Google classroom with all of the facilitations could support interactive learning.
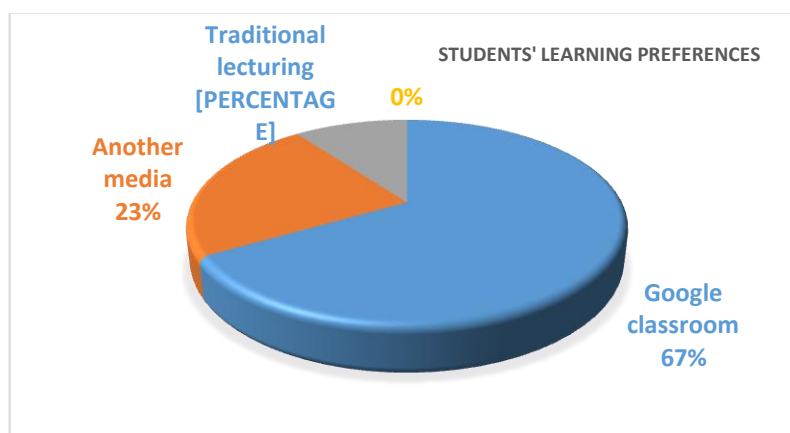

Figure 5. Students' learning preferences

These results suggest relevant innovation of technology in distance learning lead to autonomous learning (Kashefian-Naeeini & Kouhpeyma, 2020; Zhong, 2018). The innovation of English language teaching using Google classroom contribute to the students' English learning achievement. Learning through the media of Google classroom provides interactivity between lecturer-students and students-students. In terms of assessment benefit, students know the weak area in English skill that needs to be improved. Furthermore, students' background knowledge makes innovative learning that students can relate the learning target and the knowledge. Online learning supports students to improve their soft skills. In terms of the teacher benefit, facilitating students in online learning is possible to be conducted, such as providing examples, answering students' questions, giving assessments, inviting students to participate in the discussion, and encouraging students to express the ideas in the task given. Google classroom is more effective than the traditional lecturing method. In short, the students gradually improve their English capabilities throughout authentic learning (Fitriani, 2017; Fithriyah, 2015).

Conclusion & recommendation

The use of Google classroom as the media of online learning is beneficial for both lecturer and the students. The effectiveness makes teaching English can be conducted in terms of lecturing, practicing, facilitating, and assessing. The interactivity makes learning English to be flexible for the students especially during the pandemic of covid-19. Google classroom has contributed tremendously to the teaching and learning of writing and speaking skills in which students actively practice writing essays and speaking in English as the foreign language acquisition. Students' background knowledge and the use of assessment as the measurement for learning achievement make online learning possible to be conducted. Furthermore, the analytic rating scale is suitable for grading the students' work in terms of writing and the diagnostic rating scale is used to measure the fluency in speaking based on real-world context.

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Conflict of Interest

There is no conflict of interest

About author

Elli Setiyo Wahyuni is a lecturer of the English language in the Faculty of Political and Social Sciences of Universitas Hang Tuah, Surabaya, Indonesia. She has been teaching English for Specific Purposes and ELPT Preparation for several years. Her research interests include language assessment and applied linguistics. She is available at elli.setiyo@hangtuah.ac.id; elli.20012@mhs.unesa.ac.id.
https://orcid.org/0000-0002-0613-382X.

Deasy Arieffiani is a lecturer in the Faculty of Political and Social Sciences of Universitas Hang Tuah, Surabaya, Indonesia. She teaches social sciences and public speaking. Her research interests are related to communication and the educational system. She is available at deasy.ariffiani@hangtuah.ac.id.
https://orcid.org/0000-0002-0720-4327.