Google Classroom – Assisted English Writing Classroom Practices: An Indonesian EFL Teacher's Experiences

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ABSTRACT

This research aims to investigate a teacher's experiences and difficulties of Google Classroom-assisted teaching writing. This research used narrative inquiry as a research design. It used interview as the data collection technique to answer the research questions. One English teacher who taught in two grades of Vocational School in Karawang, Indonesia participated in this research. The finding shows that the teacher had particular ways to deliver the material assisted by Google classroom. To work with the Google Classroom, the teacher also used the PJBB Pembelajaran Jarak Jauh to deliver the material which was fit to school curriculum. To assess the students, the teacher used to ask the students to write down the answers of its task, and then they take the picture of its answers so they send it into Google Classroom. To conclude, this study shows that the internet data, device, student and teachers' ability, and so many other factors were given a big impact on online class, especially on Google Classroom-assisted teaching writing. The next researcher hopefully will conduct the research in the different focus of study, different learning media, and different classes or grades and also the next researcher hopefully conduct it with more participants. Because of this study just focused on writing narrative text lessons assisted by Google Classroom, the future research with another focus of study for example reading, speaking, listening, and so on hopefully will be conducted.

Key words: Google Classroom; Teacher's Perception and Experiences; Writing Lesson

INTRODUCTION

Writing plays a crucial role in teaching and learning a language. For clarity, students and teachers play different roles in the classroom. Teachers must be creative in teaching writing to improve their teaching strategies. In other words, teachers need to find better strategies for teaching in a variety of situations, such as in a pandemic atmosphere. Meanwhile, the students need to understand themselves. Kuh, et.al.

(2001) states that technology has been beneficial to improve student participation and learning outcomes. The students become more active to participating in learning activities compared to the traditional approach of only having to be passive learners. In addition, the students are motivated to participate in the class activities when the teachers integrate technology while explaining or performing activities (Ali & Ayari, 2012).

This research became important to conduct when I saw the Indonesian students in some school in Indonesia who are familiar with creating lessons in an offline learning system, and now through the benefits and problem, they conducted it in online systems. The problems include did not have devices, lack of internet connectivity, teachers who still have problems in using devices and apps, and unmotivated students (2021). Regarding the Google Classroom research, several researchers had researched. Those previous research were conducted by Benjamin (2021), Ariyanti (2016), Ela (2020), Azhar (2018), Iftakhar (2016), Harjanto (2019), and Santi (2021) about student and teachers' perceptions toward Google Classroom. Majority of those studies reported that the teachers and the students perceive positively. So, it can be concluded that the implementation of Google Classroom assisted teaching writing had a significant effect. The researcher had choosen this kind of various previous research sources, because it will make this research fair.

So far, previous studies on Google Classroom have shown positive responses from students. However, previous studies have focused primarily on teachers and students' perceptions on Google Classroom assisted English teaching learning, and few of them that focused on the experience of teachers on Google Classroom assisted teaching writing implementation. To fill the gap, this study focused on investigating the experience of teacher in Google Classroom assisted teaching writing at a school in Indonesia. This research answered the question of how does an Indonesian English teacher engage the Google Classroom in teaching writing? and what were the difficulties on implementing Google Classroom-assisted teaching writing? The purpose of this research was to investigate teacher's experiences in Google Classroom assisted teaching writing and also to investigate the teacher's difficulties on implementing Google Classroom in teaching writing.

LITERATURE REVIEW

Previous Related Study

Previous research was conducted by Iftakhar (2016) about the works of Google Classroom in the teaching-learning process. In that study, data were collected by interviews and observations. The result of that study was concluded that Google Classroom was very helpful to complete the syllabus. Usually, it was really difficult to finish the syllabus on time due to holidays. Through Google Classroom, teachers also can conduct the class virtually from anywhere and anytime.

Meanwhile, Ariyanti (2016) had conducted her literature study about teaching EFL writing in Indonesia. She found that teaching writing was challenging, the biggest challenge came from the cultural backgrounds' differences between the students' native language and English. In this case, time was a big challenge for the teachers to teach the students to create good writing in English

The study was also conducted by Benjamim (2021) about e-Classroom in language learning. That mixed-method study had provided some important findings, such as it was appropriated for the exploratory nature of the study.

Another study had conducted by Ela (2020). She also had concluded her pre-experimental research about the implementation of Google Classroom mediated teaching Writing. She concluded that it has a significant effect on the students' writing product on Google Classroom. To conclude, Google Classroom also assists teachers and students in communicating the material and assignment between them.

Santi (2021) had conducted her version of the research. She had conducted the mixed-method research about EFL teachers' ability in preparing, implementing, and constraints found in these activities as well as the students' constraints in learning EOP through Google Classroom in the Senior Vocational High School Denpasar (Alwright et.al, 1991; Hopkins, 2008). As a result, she mentioned that EFL teachers were less able in stating learning indicators using operational and measurable words as well as finding learning indicators relevant to the basic competency.

Moreover, the analysis of the interviews conducted by Azhar and Iqbal (2018) concluded that Google Classroom has not made a significant impact on overall classroom teaching. It has been used effectively for uploading assignments, classroom management, and communication with the students; however, the overall use is limited to only these features; whereas, Google Classroom has a lot to offer apart from just these basic features. In another word, they concluded that the teacher's perception towards Google Classroom is only a facilitation tool, for example for uploading the document and giving announcements. So, unfortunately, teachers still see this application as ineffective in terms of the lack of user-friendliness.

Iftakhar (In Harjanto, 2019: 174) at Daffodil International University which mainly emphasized teachers' and students' perceptions of using Google Classroom, also concluded that generally, teachers use Google Classroom as it is required by the university. The use of Google Classroom creates a better interaction between teacher and students, while students believe that this platform is helpful since they can easily get the learning materials uploaded by teachers.

Once more another study was conducted by Harjanto and Sumarni (2019). They concluded that teachers perceive Google Classroom application positively and that it brings good to their students' learning processes. Teachers found it effective to

promote collaborative learning, minimize the problem, organize students' documents, and save time.

Writing

The writing definitions were variously stated by experts. Webster (2000:212) stated that writing is an act of a person who writes something that can be written such as written form, handwriting book, poem and art, practice, a form of literary composition, and so on. No doubt that writing can be the exact way for the writer to deliver the message to the reader. Writing is also the physical act of composing some words or ideas into sentences or anything. Each of these types of writing has a different written of complexity, depending on its purposes (Nunan, 1988). Writing text should be written into good writing. Hyland (2002: 24) defines that good writing as that discovered combination of words that allows a person the integrity to dominate his subject with a pattern both fresh and original.

Narrative Text

According to Rebecca (2003), a narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors. It is the most common writing type because the writer just tells his/her story without any purpose. Narrative places act in times and tell what happened according to the natural time sequence. It is generally based on chronological or causative linked order to organize a timeline of events. The generic structure of narrative text establishes the character, setting, and time. The steps for constructing a narrative text are Orientation, Evaluation, Compilation Resolution, worse, and Re-orientation.

Block (2008) stated that the most common narrative structure consists of three parts, (1) A prologue or setup which is an opening that sets the scene (especially when and where) introducing primary characters. A problem (an event about what happens), drives the story forward. (2) A conflict or climax is present about how/when a story begins and how characters go through major changes in their lives. These changes are also referred to as characters get development. (3) A resolution or ending follows the major problem in the previous plot of a story that the characters are facing; all the elements of the story are about to come together and lead to the end.

Google Classroom-Mediated Teaching Writing

During the COVID-19 pandemic, learning from the home environment becomes the only option for education settings worldwide to break the virus infection chain (Roy et al., 2020). This pandemic has led to various reactions for both students and teachers or lecturers who have experienced anxiety in dealing with the educational platform (Adedoyin & Soykan, 2020; Baloran, 2020). It might be simple for some educational circumstances to migrate from face-to-face classroom learning to

virtual classroom learning, but some conditions are stuck in the conventional learning model (Dhawan, 2020). There are several methods in carrying out the learning process during home-based learning; it might be sharing information by Whatsapp, video call through Zoom, or online learning platforms. There are so many digital classes aimed at teaching-learning processes such as Kahoot, Edmodo, and Google Classroom. One of the learning platforms that popular now is Google Classroom.

Google Classroom was first released in 2014 and purposely developed by Google to shorten the file distribution between teachers and learners. It is one of the applications that help teachers teach with technology. Both teachers and students are broadly pleased with Google Classroom as a supplementary tool for classroom learning (Heggart & Yoo, 2018). The teachers' uphill tasks are to make students aware of its use in the future workplace, as well as to ensure students' confidence that it is easy to use. Furthermore, Nagele (2017) said that teachers can make effective lessons that are student-centered, interactive, and memorable through Google Classroom. In the context of writing, Ziad's one (2016) shows that education apps like Google Classroom were used to teach written language in the past.

METHOD

Design and Samples

This research used a qualitative approach and a narrative inquiry as a research design. Narrative inquiry was chosen by the researcher as a method for this study. The narrative inquiry examines human lives through the lens of a narrative, honoring lived experience as a source of important knowledge and understanding (Clandinin, 2016). Moreover, this research was conducted in one of the Vocational School in Karawang. The participant in this research was an English teacher in one of the Vocational School in Karawang who taught in two grades, grade X and XII. One teacher participated in this research. The participant has ever used Google Classroom as teaching media to teach writing especially narrative text. The reason for determining the teachers since they have more time to teach their students.

Instrument and Procedure

This interview done when the researcher asked some interview question that purposed to gather the information about the teacher's experiences in Google Classroom assisted teaching writing. The question designed before and this interview conducted by phone due to the pandemic era. In detail, the interview process was beginning when interview questions designed by the researcher. The interview question consisted of (1) how do you experience on Google Classroom assisted teaching writing? (2) How was the process of the material preparation that you should do? (3) Could you tell how does the stage of teaching online class that the teacher should do? (4) How do you give assignment during this online class?

(5) How does the system of assignment's collection during this online class? and (6) How was the trouble that the teacher face during this online class?

After the question had designed, the researcher had created the interview check. Furthermore, the logistics of interview had planned and managed first by the researcher. The logistic of interview consisted of handphone, paper who filled by interview check, and blueprint. After all of the logistics fixed, this interview was conduct. It was conducted by phone so the mobility in this pandemic was reduced. After that, the researcher had written the interviewee's answers on the interview check. That answer also wrote on interview conclusion. This step purposed to make easier the researcher when she was analyzed the interview research and content analysis was used by the researcher so the data was analyzed. It was used to make replicable and valid inferences. The based-on text materials were systematically evaluated so it can be coded and interpreted. (e.g., documents, oral communication, and graphics).

Data Analysis

The steps of data analysis explained by Shruti et al (2016) as follows:
First of all, the researcher prepared the data that analyzed soon. However, before the data preparation initiated, the researcher knew the answers of this following questions, it was all the data collected be transcribed or not, should verbalizations be transcribed literally, and should observations be transcribed as well. Next step was the researcher classified the prepared content into themes it can be a word, phrase or a sentence so the data analyzed easily. After that, the coding scheme and categories were developed by the researcher. These steps purposed to develop sub-categories and coding scheme for the analysis. It was derived from three sources, the primary data, theories on similar topic and empirical studies.

In order to ensure consistency, the researcher gave the code of sample of existing data. After the coding was consistent in the previous stage, it was important to apply the process of the data coding. After coding the whole data set, validity and reliability also checked by the researcher. This step purposed to draw inferences on the basis of codes and categories generated. It was important to explore the properties, dimensions and identify the relationship and uncover patterns in order to present the analysis. The researcher was presented the result. Further, based on the analysis, the researcher presented the results in the form of graphs, matrices, or conceptual frameworks.

RESULT AND DISCUSSION

Result

As an overview, the participant had told to the researcher that as long as she used Google Classroom in pandemic era, she had found trouble when the student did not have a smartphone or no budget to buy some internet data. As the effect, only few

students that can use Google Classroom. Another experience that she found was she used to do the process of material preparation based on the school RPP. She followed and implemented it into the Google Classroom. She also did it for the assignment preparation. She used to give the assignment to her students, she asked her students to write down their answers, and then she asked her students to take a pict of their works so the pict can be uploaded into Google Classroom, but the participant clarified that she did not delivered all of the materials used Google Classroom as an effect of the first statement.

She had also considered to use the program that fit to school curriculum. Its program named PJBB Pembelajaran Jarak Jauh. It might be a solution for the problem of student who did not have budget for the internet data, because it will be save the internet data. The stage was as usual; the participant saw the Lesson Plan and implements it. Furthermore, this research also focused on the difficulties of the implementation of Google Classroom-assisted teaching writing. Based on interview, we knew that the difficulties on implementing Google Classroom were the students did not have a smartphone or no budget to buy internet data.

1. Teacher's Experiences on Google Classroom-Assisted Teaching Writing

This interview began when the participant had told to the researcher that as long as she used Google Classroom in pandemic era, she had found the trouble when the student did not have smartphone or no budget to buy some internet data. As the effect, only few students that can use Google Classroom. After that, the participant also told to the researcher that she did the process of material preparation based on the school Lesson Plan. She follows and implements it into Google Classroom. She also did it for the assignment preparation. Then, the participant clarified that she did not delivered all of the materials used Google Classroom as an effect of the first statement. She had also considered using the program that fit to school curriculum. Its program named PJBB Pembelajaran Jarak Jauh. It may be solution for the problem of student who did not have budget for internet data, because it will be save the internet data. The stage was as usual, the participant see the Lesson Plan and implement it. The participant had told to the researcher that she usually give the assignment to her students, she ask her students to write down their answers, and then she ask her students to take a pict of their works so the pict can be uploaded into Google Classroom.

2. The Difficulties of the implementation of Google Classroom-Assisted Teaching Writing.

This research also had concerned on the difficulties of the implementation of Google Classroom-assisted teaching writing. Moreover, the difficulties were when the student has no budget to buy internet data or some students did not have smartphone. As an effect, they were difficult to implement writing class mediated by Google Classroom.

Discussion

1. Teacher's Experiences on Google Classroom-Assisted Teaching Writing

Based on the finding, the participant had told to the researcher that she experienced her students had trouble with internet data, budget, or student who did not have smartphone. It was supported the previous research by Efriana, 2021. The previous research mentioned that the problems of online learning was lack of devices, lack of internet connection, teachers who still have difficulties to operate the device or apps, students who feel unmotivated, and so on (2021). The differences between this research and the previous research were in this research, the researcher focused on teacher experiences on Google Classroom assisted teaching writing. Meanwhile, the previous research focused on problems of online learning. The similarity was this research found that the teacher had experience about student who have trouble about internet data and some students who have no smartphone.

As the effect, not all of the material delivered use Google Classroom. Just few materials that delivered use Google Classroom. Another media that helps the teacher when delivered the material was the program which fit to school curriculum named PJBB Pembelajaran Jarak Jauh. As long as the teacher teach in the pandemic era, the teacher had prepared the material based on syllabus and RPP, and the assignment collection technique was the teacher usually asked the students to write down their answers then they take the picture of its answers so they send it into Google Classroom.

Moreover, the analysis of the interviews that conducted by Azhar and Iqbal (2018) concluded that Google Classroom has not made a significant impact on overall classroom teaching. It has been used effectively for uploading assignments, classroom management, and communication with the students; however, the overall use is limited to only these features; whereas, Google Classroom has a lot to offer apart from just these basic features. In the other word, they concluded that the teacher's perception towards Google Classroom as only a facilitation tool, for example for uploading document and giving announcements. So, unfortunately, teachers still see this application ineffective in terms of the lack of user-friendliness.

Another research was conducted by Iftakhar (In Harjanto, 2019: 174) at Daffodil International University which mainly emphasized on teachers' and students' perceptions of using Google Classroom. Generally, teachers use Google Classroom as it is required by the university. The use of Google Classroom creates a better interaction between teacher and students, while students believe that this platform is helpful since they can easily get the learning materials uploaded by teachers. Once more another study conducted by Harjanto and Sumarni (2019). They concluded that teachers perceive Google Classroom application positively and that it brings good to their students' learning processes. Teachers found it effective to

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promote collaborative learning, minimize problem, organize students' documents and save time.

2. The Difficulties of the implementation of Google Classroom-Assisted Teaching Writing.

It seems that the Internet data and learning device still be the big problem in online learning. It concluded from the statement from the participant which mentions that she had experienced the students who did not have budget for buying internet data or did not have a smartphone. In line with a study that conducted by Wahab and Iskandar (In Leli, 2021:42). They found that some students' parents and students do not have computer or android device. The problem is not only in the lack of learning device or facilities, but also in the absence of the internet quota. Providing internet quota requires a high cost. This difficulty was felt by the students and parents from middle to lower class economies. They do not have adequate budget to provide the internet network.

Even though the internet was in their hands, students still felt difficult about the internet network because of their place of live. Research carried out by Nashruddin, Alam, and Tanasy (In Leli, 2021: 42) confirms that some students live in remote rural areas that are not covered by the internet. In addition, their cellular network is sometimes unstable, due to the geographical location which is quite far from the signal coverage. This is also a problem that occurs in many students who take online learning, so the implementation is less effective.

This study was also in line with the study from Asha (2021) He concluded that not all students have smartphones because the economic average of students' parents was middle to lower classes. Furthermore, the assignments given by the teacher to students make students feel fatigue. The additional, students also suffer from an unstable internet network.

CONCLUSION

To conclude, this study shows that the internet data, device, student and teachers' ability were gave the big impact on online class especially on Google Classroom assisted teaching writing, for example the participant who the researcher have interviewed and she told the researcher that she had experienced about student who did not have smartphone or no budget to buy internet data. So, she did not conduct the teaching learning process maximally and another media were used. In this context, another media was school program that fit to school curriculum named "PJBB Pembelajaran Jarak Jauh". It was in line study with several researchers. They also mentioned that the problem of online learning was internet data, device, student and teachers' ability to use device, and so on. Moreover, as long as the participant taught in pandemic era, she prepared and conducted the teaching learning process based on the lesson plan and syllabus then she implements it into

Google Classroom. For the assignment collection, she asked her students to write down the answer, take its picture, and then upload it into her Google Classroom.

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