The Application of Blended Learning Using Google Classroom for Teaching Writing at Sman 1 Praya

Rijnan, Drs. Kamaludin Yusra, M.A, Ph. D, Dr. M. Amin, M.Teso

English Post Graduate Program, Faculty of Teacher Training and Education Mataram University, Indonesia

http://dx.doi.org/10.18415/ijmmu.v7i1.1381

Abstract

Technology has been growing at a terrific rate for quite some time now, and has become an integral part of everyone’s daily life. Blended Learning and Google Classroom as a learning platform is believed to offer solution to the teaching of English, particularly for teaching writing. This research was aimed to investigate students’ opinion on how Google Classroom as learning, in a blended learning setting, was implemented in teaching writing. This research employed a qualitative approach with case study design. This research involved 20 participants from the eleven grades of SMAN 1 Praya, Indonesia. The data were collected through test, questionnaire, interview and documentation. The result showed that in teaching writing, there was improvement in students’ ability. The students showed various responses toward the use of blended learning using Google classroom. Some issues on the use of Google classroom identified in this research were ease of access, usefulness of online learning, students’ satisfaction in online learning, confused in using Google Classroom and internet balance. The suggestion for teachers, students and next researchers are presented.

Keywords: Google Classroom; Blended Learning; Writing

Introduction

Technology has been growing at a terrific rate for quite some time now, and has become an integral part of everyone’s daily life. People of all fields and ages have slowly but surely come under its sphere of influence. In new era gadgets and internet become a need for every day activity because gadgets and internet are able to fulfill what people need.

In this era, internet has potential to make students to learn easily. For instance, internet provides almost any information to help them learn more about the materials they have learned in school. And there are so many websites on the internet that offer online course which is free. In Indonesia, the government is concerned with the use of technology in education. It is proven by Ministry of National Education and Culture and its website bse.kemdikbud.go.id/ that provides free e-books for students. In
addition, internet access helps teachers in teaching because they can share new information or the material that they will learn. So, students can learn by themselves before meeting the teacher in the classroom.

In curriculum 2013, English lesson is lessened. Students only get two hours per week to learn English. So, it will not enough for student to develop their English in the sort time.

Moreover, students’ familiarity with technology is growing rapidly, especially in Indonesia. According to an observation conducted by the writer in SMAN 1 Praya, most of students are familiar with gadgets which in this case are laptop and mobile phone. They are frequently use it, sometimes for sharing information and searching material that still less that they got from teacher.

However, despite the advantages and familiarity of the developing technology, there are several problems regarding its utilization. Here the writer finds several problems in relation with the utilization of the developing technology, particularly in its utilization for facilitating teaching and learning of writing skill. However, before explaining the problems, the writer tries to explain some reasons of why writing skill becomes important to be mastered and therefore becomes the focus skill in this study. The first reason is because writing is one of English skills and it falls into the category of productive skills. It is therefore important to master it in everyday life, for instance, to give information like through letter and to entertain through novel, comic, magazine and the others fiction book. Writing is an important language activity and a major classroom procedure. It is an effective technique for reinforcing oral language. It is important for providing evidence of our students’ achievements.

The second reason is according to Williams (2003) writing is taught, practiced, and reinforced throughout the entire undergraduate curriculum. He also says that writing is a complex sociocognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen.

In regards with utilization of developing technology for facilitating teaching and learning of writing skill, the writer tries to discuss two problems underlying the importance of employing technology for the teaching. The first problem is most of teachers in SMAN 1 Praya did not utilize the technology which is growing up in this era effectively. In this case, researcher try to offer model of teaching to teacher that is Blended Learning, so they can compare or combine model that they use with model that is offered by researcher.

The second problem or the main problem in this research is time limit in teaching writing. Most of teachers in school commonly have to teach four English skills in limited time.

There are a lot of ways to solve the problems. One of which is blended leaning. According to Alya (2009) blended learning is the purposeful integration of traditional model (face-to-face) and online learning. By using e-learning it allows teaching and learning conducted not only inside the classroom but also outside classroom. In addition, students can access learning material easily from anywhere and anytime. So, it is very helpful, when students feel what they get in the classroom is not sufficient. Realizing the potential of blended learning in learning for students, the writer intends to investigate the application of Blended Learning using Google Classroom for Teaching Writing at SMAN 3 Mataram.

Research Questions

1. How is the implementation on application of blended learning using Google classroom for teaching writing?
2. How is the achievement of students after the implementation of Blended Learning using Google Classroom for teaching writing at SMAN 3 Mataram?

3. What are the students’ perceptions of the application of Blended Learning using Google Classroom at SMAN 3 Mataram?

**Research Objective**

1. To design the implementation of application of Blended Learning using Google Classroom.

2. To know the students’ achievement in writing after the implementation of Google Classroom at SMAN 1 Praya.

3. To find out the students’ perception of application of Blended Learning using Google Classroom at SMAN 1 Praya.

**Scope of study**

To make this research specific, this research focuses on using Blended Learning as a model in teaching English. This research used Google Classroom as a platform in teaching English. This research focused on English writing.

**Definition of Key Terms**

- **Writing**, According to Caroll, (1990) writing is the most important invention in human history because it provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanation and theories.

- **Blended Learning**: blended learning as the purposeful integration of traditional model (face-to-face) and online learning. (Alya, 2009)

- **Google classroom**: a recent development of Google for academic institution to ensure a blended learning platform to simplify creating, distributing, and grading assignments in a paperless way. It combines online digital media with traditional classroom method. (Rabbi, Mir Md F., Zakaria AKM., Tonmy M Mir. 2018).

**Review of Related Literature Writing**

Writing is one of the important language skills that students need to develop. Through writing they can express their ideas and feelings. In additionally writing can motivate other people and inform something important in the written text. Carroll (1990) asserts that writing is the most important invention in human history because it provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanation and theories.

**Purpose of Writing**

Nunan (2015) argues that there are five reasons why writing systems may have evolved:
1. To provide a more-or-less permanent record of some event. Records come in many shapes and forms: from records of the weather for a particular city over the course of a year, to a personal diary kept by someone over the course of their life.

2. To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.

3. To entertain or instruct through creative literature such as stories, novels, and poems.

4. To present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.

5. To remind ourselves of things we need to do: shopping lists, notes in a weekly planner. **Teaching writing**

   Harmer (2001) explains four reasons for teaching writing for students of English as foreign language. They are reinforcement, language development, learning style and writing as skill.

1. Reinforcement: some students acquire languages in an oral /aural way; others get benefit from seeing the language written down. The visual demonstration of language construction is invaluable for both understanding and memory. It is useful for students to write the new language shortly after studying it.

2. Language development: the process of writing is different from the process of speaking; the former helps us to learn as we go along. The mental activity of constructing proper written texts is part of the ongoing learning experiences.

3. Learning style: some students are quick at acquiring language just by looking and listening. Others may take longer time to spend in producing language in a slower way, thus making writing appropriate for those learners.

4. Writing as a skill: the most essential reason for teaching writing is that it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays, reports, and how to use writing's conventions.

**Blended Learning**

There are some scholars share similar definitions of blended learning. Here the writer discusses three similar definitions defined by three scholars. The first one is defined by Sharma. According to Sharma, blended learning is a process of integrated combination of traditional learning (face-to-face) with web based online approach (online teaching). Alya also defines blended learning as the purposeful integration of traditional model (face-to-face) and online learning. Then the last, Zhingan, L. Mingg-Hsiu, T. Jinyuan, T. Chris, L. (2014) define blended learning as the combination of traditional classroom-based approach and e-learning for delivering instruction. Based on the definitions above, the writer can conclude that blended learning as a model of teaching and learning activity which combines face-to-face and online learning.

**Characteristics of Blended Learning**

According to Al Fiky (2011) blended learning redesigns the educational model with these characteristics:
1. Moving from lectures to student centered learning

2. Maximizing teacher-student, student-student, student-content, student-outside resources interaction

3. Integrated evaluation techniques for teachers and students

4. Broaden the spaces and opportunities available for learning. (Bath and Bourke, 2010)

5. Support course management activities (e.g., communication, assessment submission, marking and feedback)

6. Support the provision of information and resources to students

7. Engage and motivate students through interactivity and collaboration

**Google Classroom**

Google is a popular Web 2.0 tool that offers a lot of interesting facilities and application. It, like many other Web 2.0 tools, has potential for teaching and learning because of its unique built-in function that offers pedagogical social and technological affordances. Google Classroom is a new tool introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease.

Google Classroom is considered as one of the best platforms out there for enhancing teacher’s workflow. “It provides a set of powerful features that make it an ideal tool to use with students. Classroom helps teachers save time, keep classes organized, and improve communication with students.

**Previous Study**


2. Harb (2013): The Effectiveness of a Blended Learning Program on Developing and Retention of Palestinian Tenth Graders’ English Writing

**Research Method**

This research used descriptive qualitative. Place and Time of the Study. This research took place at SMAN 1 Praya. This research was conducted from October 9 – 30, 2019. The participants involved a class XI MIA 5 of SMAN 1 Praya which consists of 33 students. From these 33 students only 20 students who actively participated until the end of this study. So, this research consists of 20 participants. The data used in this research were obtained using Test, questionnaire, interview and documentation.

**Data Analysis**

a. Organizing the Data
It was started by identifying and label recurrent words, themes, and concepts. This phase included the transcription of the recorded interview.

b. Generating categories and themes Categories were generated by grouping the theme or the idea. The category link together things that were the same as each other but be distinct from each other.

c. Coding Data

Data or responses would be labeled or code with the indicator or categories created. This process aims to apply the categories to the data and to enable examples of the data to be used in the write-up of the qualitative data analysis.

d. Testing Emergent Understanding

As categories and themes were developed, some kinds of understanding of the data began to emerge, including the development of theoretical constructs.

e. Searching for an alternative explanation During data analysis, alternative understanding of the data was searched and helps this thesis that was being used for analysis.

f. Interpreting and writing the report Following the previous step, it allowed the authors for searching alternative explanation of this study. Than the result of the data analysis was reported. The researchers’ voice was also included in this phase. In this part conclusion was drawn.

Findings and Discussion

Findings
The Implementation of Blended Learning Using Google Classroom for Teaching Writing

One thing that we have to realize that, this research used blended learning. It means that a combination of face to face and online learning. So, students can learn the material not only in the classroom but also in their home or wherever they are. This research used Google Classroom as a platform to help blended learning in online learning. Because this research used blended learning not hybrid learning, it means that, face to face learning is much more than online learning, the comparison is 70% face to face and 30% online learning. Here the implementation of blended learning at SMAN 1 Praya.

We can see the difference students’ means score between pre-test and post-test from Table 1. The result of pretest is 55.5 and it is in fair category. While the result of posttest is 78 and it is in good category. Base on the result we can conclude that there is an improvement of students’ achievement in writing. That is from fair category to good category.
Table 1. Students’ achievement on application of blended learning using Google classroom for teaching writing

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Categories</th>
<th>Pre-Test F</th>
<th>%</th>
<th>Post-Test F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80-100</td>
<td>Very Good</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>2.</td>
<td>66-79</td>
<td>Good</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>3.</td>
<td>56-65</td>
<td>Fair</td>
<td>7</td>
<td>35</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>40-55</td>
<td>Low</td>
<td>13</td>
<td>65</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>30-39</td>
<td>Fail</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>20</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Mean Score 55.5 78

**Students’ Opinions about Ease of Access of Google Classroom**

From the result of questionnaire of ease of access of Google Classroom most students answer “yes” to each question or the result of each question is above 50%. So, this means that students agree that Google Classroom is easy to use.

From the result of interview, it was found that students confessed that Google Classroom was difficult to use but they were just confused when they open Google Classroom for the first time. For example, student D asserts:

“Itu Bu, waktu saya pertama kali buka saya agak bingung”
“When I opened Google Classroom for the first time I was confused”

**Students’ Opinions about Usefulness of Online Learning**

From the result of questionnaire most students answer “yes” to each question or the result of each question above 50%. So, this means that students agree that Blended Learning using Google Classroom give them benefit in learning.

It was in line with the result of interviews that blended learning using Google Classroom can motivate students to learn more because they could open the material directly from Google Classroom through their smartphones.

(Student E) was asked whether Blended Learning motivates him to learn more or no. He answered as follows:

“Ya Bu, karna saya sering online jadi menurut saya belajar online sangat menyenangkan”
“Yes Bu, because I use to open social media, play online game with my phone. So I think online learning is very fun”

Students’ Opinions about satisfaction of online learning

From the result of questionnaire most of students answer “yes” of each question or the result of each question above 50%. So, it means that student agree that Blended Learning using Google Classroom make students feel satisfaction in leaning.

From the interviews, students assert that Blended Learning using Google Classroom was appropriate with students in this era, because everyone must have smartphone so it would be a good thing if it became potential to solve students” problems in learning. For example, if students feel the material that was taught by teacher is not enough students can open it on their smartphone everywhere and anytime.

Student A and student D were asked about their opinions about Blended Learning that they have joined

Student A and student D answered as follows:

“Menurut saya itu sangat bagus bu, karna kita bisa belajar lagi dari rumah kemudian di bahas lagi di kelas dan itu membuat saya lebih memahami materi. Saya suka cara seperti ini Bu”- (Student A)

“I think the method that you use is good because we can learn from home and then we learn it again in the school. So, it makes me understand more about the material. I like this method Bu”- (Student A)

“Menurut saya ini bagus Bu. Karna jaman sekarangkkan siswa tidak bisa lepas dari hp.” (Student D)

“Jadi itu membuat kita belajar dari hp yang dimana kita sering memegangnya” - (Student D)

“I think it is good. Because in this era, students cannot separate from phone so yah it can make us learn from our phone”- (Student D) Students’ Problems

From the result of questionnaire and interview there were some problems that students faced in implementing Blended Learning using Google Classroom in teaching writing. Most of students assert that their problem is in internet balance. They did not have internet balance when they want to do the assignments that have given. Additionally, they were confused with the appearance of Google Classroom when they opened it for the first time. So, they need time to familiar with the platform. Last, their problem was they tempted to play game online in their smartphone. Here, researcher shows what students assert about their problems.

“My problem is I do not have internet credit when I want to do my assignment”- (Student J)

“I feel difficult when I register on Google Classroom”- (Student C)

“My problem is I tempt to play Game online and I do not know how to use it (Google Classroom)” (Student I)

Discussion

This is supposed to know the students’ opinion of application Blended Learning using Google Classroom for teaching writing at SMAN 1 Praya. The result of this research is students gave their positive opinion about blended learning. It could be seen from the result of the instrument that research
used to get the data. The result of questioner and interview, students confessed that they like online learning because it motivates them to learn and they can open it anytime and anywhere. According to Zanzan (2014) benefits of Google Classroom are easy to use, save time, cloud base, flexible, free and mobile-friendly and it is in line with the result of the data. For example, students assert that Google Classroom make them remember about the material when they were playing with their smartphone. Additionally, according to Al Fiky (2011) one of the benefits of blended learning is developing students” learning and performance. It is appropriate with what researcher got from research that online leaning develop their learning and performance. It is proven by the result of questioner and interview. In those data, student confessed that “I can use phone not only for playing game but also to open the material from Google Classroom”.

Crawford (2015), states that Google Classroom can facilitate collaborative learning. Here teacher can upload materials and give feedback to students. Then, Students can also give comment and post on Google Classroom. It was also done in the classroom of SMAN 3 Mataram, where teacher upload some materials in Google Classroom and students post comment or their assignments on Google Classroom. Not only material that teacher can upload on Google Classroom but also teacher can give some link of videos from YouTube that can watch by students.

According to Al Fiky (2011) one of the benefits of blended learning is developing students” learning and performance. It is appropriate with what researcher got from research that online leaning develop their learning and performance. It is proven by the result of questioner and interview. In interview, student asserted that “I can use phone not only for playing game but also for opening the material from Google Classroom”. Additionally, the benefit of Blended Learning according to Al Fiky is (2011) that Blended Learning can reduce paper and photocopy cost. It is proven by students” assignments which are posted in Google Classroom.

One thing that becomes a big problem for students is they do not have internet balance when they want to do assignment that has given. But it did not make them give up because they tried to buy new internet balance or use fee Wi-Fi to finished the assignment. Because during the process of learning, researcher keep pushing the students to do the assignment and some of them said that they do not have internet balance but after that they assert “I would buy it tonight Bu”

Then, about the students” achievement in writing, we can see from the result of the pretest and posttest there was improvement of their ability in writing. That is from fair category (55.5) to good category (78).

Crawford (2015), states that Google Classroom facilitates collaborative learning. Here teacher can upload materials and give feedback to students. Students also can upload materials and make personal comment. Moreover, students can collaborate with each other. They can share their documents and assignment and thus they can produce the best assignment. It was in line with this research, that teacher uploaded some materials to Google Classroom and students could give their comment too and it saves their time.

Considering to the result of study and the previous explanation, it could be concluded that Blended Learning using Google Classroom has significant effect on student”s writing and positive opinion from students. In 2016, Purnawarman, Susilawati, and Sundayana a research about the use of Edmodo in teaching writing in a Blended Learning setting, the result of the study has good positive and negative opinion from students but overall result is positive.

From the discussion above it can be concluded that Model of Blended Learning using Google Classroom gets positive opinions from students and can improve their writing skill.
Conclusion

1. Based on the implementation of blended learning using Google Classroom, the comparison between face to face and online learning are 70% for face to face while 30% for online learning.

2. Based on the students”’ achievement on pretest and posttest there was a progressive improvement from students. Where students”’ means score on the pretest was in fair category (55.5). While on the posttest was in good category (78). It can be concluded that bended learning using Google classroom is able to improve students”’ writing skill.

3. Based on the students”’ opinions of students SMAN 1 Praya, it can be concluded that students have good perception on the implementation of blended learning using Google Classroom for teaching writing.

Suggestion

For Teachers

1. Teacher should prepare and learn more everything deal with online learning so teachers are ready to teach the students.

2. Teacher should pay attention to the assignment of students because we do not know that they do the assignment by their self or just copy paste from internet.

3. Clear instructions on how to complete the assignment should be provided in the traditional classroom.

For Students

4. The students should pay attention to the teachers”’ guidance and explanation.

5. Students should be motivated to improve writing skill and be honest in completing their assignments.

For Next Researchers

1. The researcher should give more time in trial the online platform to students. So, they would be more familiar with online platform and minimize the technical problem.

2. To avoid giving score subjectively, it will be better if there are two people that give score to the result of the student’s assignment.

References


Harb, I. I. (2013). The Effectiveness of a Blended Learning Program on Developing and Retention of Palestinian Tenth Graders' English Writing Skills. The Effectiveness of a Blended Learning Program on Developing and Retention of Palestinian Tenth Graders' English Writing Skills.


Rabbi, Mir Md F., Zakaria AKM., Tonmy M Mir.(2018). Teaching Listening Skill through Google Classroom Level in Bangladesh.


Copyrights
Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (http://creativecommons.org/licenses/by/4.0/).