



## **Utilizing Google Classroom Application To Teach Speaking to Indonesian EFL Learner**

1.Ammang Latifa, 2.Rafi'ah Nur, 3. Amaluddin

### **Bioprofile**

1. First author is Ammang Latifa. He is a Lecturer of English at Universitas Muhammadiyah Parepare/ [latifa\\_ammang@yahoo.com](mailto:latifa_ammang@yahoo.com)
2. Second Author is Rafi' ah Nur. She is a senior lecturer at Universitas Muhammadiyah Parepare/ [rafiahnur@yahoo.com](mailto:rafiahnur@yahoo.com)
3. The Third Author is Amaluddin. He is teaching English at Universitas Muhammadiyah Parepare/ [amaluddin195@gmail.com](mailto:amaluddin195@gmail.com)

### **Abstract**

This century leads various demand and challenge on the teacher's academic duties. Culturally activity, English teaching has been rapidly moved to global technological use (Fortunasari, 2016). It revealed by the emergence of the technical provider of advanced instruction options of teaching, which makes the learning is exciting and also more productive in terms of improvements, (Budiman & Ngadiso, 2018). Technology presence of education development already became a requirement in the school curriculum to gain the goal of education vision of the institution, (Chen, 2008). Google classroom as one of the teaching medium plays a vital role to raise the teachers and student's motivation to give presentation and participation in teaching English speaking in a classroom. Google classroom also provides practical and efficiency, energy, space, and time to manage the instructional of teaching the English language.

This research aimed to analyze and find the impact of google classroom implementation apps as an instructional media in teaching English. Speaking is the skill which is selected to be

explored to see the of google classroom's impact in the teaching implementation. In this research, the data investigated at Indonesian EFL learner at the secondary level.

Keywords: Teaching Media, Google Classroom, Speaking, Indonesian, EFL Learner

## **1. Introduction**

The global movement of modern education is challenging the teacher to be more creative and innovatively presenting technology in the teaching Implementation (Tondeur, J.et al., 2016). Teaching English presentation has been dynamically providing sophisticated technology in the curriculum (Romualdo et al.,2017). Technology offers so many options as making teaching attractive and also making teaching more productive in terms of improvements (Madhavaiah et al., 2013). Bakare & Olaniyi, (2017) Stated that technology consists of two primary components: a physical component which comprises of items such as products, tooling, equipment, blueprints, techniques, and processes and the informational part which classified into seven features, they are know-how in management, marketing, production, quality control, reliability, skilled labor, and functional areas. (Kenneth, 2016) figured out technology as a configuration of observation that can transfer an object (the technology); it relies on a subjectively determined but specifiable set of processes and products. The period from 1967 to 1972, it is considered to be a period of consolidation of educational technology (Stosic, 2015), which has become the most commonly used term in the science of pedagogy and the educational process.

In the application, students can utilize the educational technology independently to master the teaching materials; the students also can choose the place of work, to repeat the material which is not sufficiently precise, Brown (1984). After that, the tests performed immediately to get results and track their progress. With the application of educational technology, The teacher and the student can get information one and another. Another reason is the language learners (students) try to learn English as a second language which needs further language support (Karimi et al., 2018). They also need to practice in listening to the language, reading information, speaking the language, and writing the language to develop their experience and skills (Sadiku, 2015)

The addition is from Dewi et al., (2017) states that the impact of technology conveys a significant improvement in teaching and learning the language to enrich the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to excellent learning results (Dollah & Mustaqimah, 2016). Shortly, for doing such tasks, the students require using various tools which can help them to learn the language efficiently and

effectively. However, many teachers take their students outside of the classroom, once, a teacher tries and creates a different experience, atmosphere and dynamic for their teaching and learning; for example, teachers might have successfulness if they organize a group work in their classes (Postholm, 2013). Perhaps that is not such a surprising thing because the teaching participant can learn from their selected materials which are often more immediately relevant to their lives than what they learn from a teacher in a classroom (Tian. X, 2014). They feel connected to people and the world's knowledge. While, at the school, they can contact disconnected and isolated (Roberts et al., 2018). They sometimes think that school is not particularly relevant to their lives.

There are some other implications from the result above; the teachers might try to use modern technologies to teach in the classroom whenever and wherever they can; to make the learning experience relevant to their students, (Khan, 2019)

Ghavifekr & Rosdy, (2016) stated that English teacher should consider the effective media that can engage the students as a modern learner and technology user. Google Education Apps is one of the social networking can help the teacher to connect their students (Faizi, et al., 2013). Google for education has shape platforms to work on enhancing teachers' workflow (Gutiérrez et al., 2017). It is a modern technological application, which provides a set of powerful features that make an ideal tool to use on students learning (US Department of Education & Office of Educational Technology, 2017). Furthermore, Wilson (2018) Classroom help teachers to manage time, to organize the class, and motivating the students to communicate independently.

The term New Technology includes communication techniques for language teaching in which the personal computer plays a central role (Davies, G & Huwer, 2012). However, other technological tools that can be utilized in language learning besides computers, for example, cyber-net (Pasternak, 2007). The technology of cyber-net has been recognized in the language teaching world in the last decade, for example, Google classroom apps are one of the cyber-net product that has been utilized as media in the language teaching world (Bughin et al., 2017). Google classroom can help the teacher to manage the teaching process when the teacher has minimal time and space to deliver the teaching presented in the classroom (Romualdo et al., 2017b).

(Cortez, 2017), Stated that using Google Classroom Application, and teachers can keep their all classes papers' work and organize in one dashboard, with a few clicks, homework can be assigned digitally to each class roster. In the blog EdTechTeachers' posting, (Sondgeroth, 2016) says Google Classroom application makes educators' jobs more manageable because of

a straightforward thing: It eliminates trips to the copier. Furthermore, Cortez stated that the teacher might create a worksheet for the students in a printed word processor, make photocopies; hand it out to her students, and then collect it when they are finished. This process digitally streamlined by using Google Classroom for education, (Sudhakar, 2017)

#### Google Classroom application Innovation

Google always innovated with updated features of learning service. One of the innovated features of Google is Create assignments for individual or groups, which very helpful for the teacher to arrange an evaluation in teaching activity through google classroom (Lynch, 2018). It is a safe way to provide extra help for the students and teacher in a limited space to teaching and learning activity.

(Romualdo et al., 2017) State that technology empowers students to engage in the learning process. The task shiftily distributed forth and back from teacher to student. Through the flexibility of technology operation, the teaching activity tent to build up the students' prior knowledge and to address student interests (Judith et al., 2016). Research indicates that challenging and engaging academic tasks that build upon students' prior knowledge and enable students to construct their understanding of the content are more apt to enhance student motivation and increase student self-confidence in their cognitive abilities.

#### Google Classroom As Teaching Media

Google classroom application gives more effective time of operation. It does automatically integrate the other Google apps of operation process, which involves spreadsheets, document and slides the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined ((Iftakhar, 2016). Google provides also a collaborative learning system. Teachers can provide and send the teaching material with their peers in one way such as through an editable document or recorded file — and then share a different version with students a record without editing functions. Discussions activity is easy to conduct, which always present the student response, (Beard, 2017) . The technological system allows teachers to start question-driven conversations on their class's virtual page, (Saide, B., &., Giordano, 2014).

According to Heick (2019), Google Classroom application is also a smart monitor for administrators and IT teams. (Bradley, 2010) stated that Alerts let the administrators know if there is suspicious activity. Further, Bradley stated that the administrator could also control password resets for teachers and students, so the wait time is minimal.

Using an application program interface (API), administrators and developers of new ed-tech products can easily synchronize the Google Classroom application rosters and

assignments with other platforms like a learning management system or a student information system Shueh (2015). Application program interface also allows teachers to use add-ons and other apps within the Classroom environment seamlessly (Cortez, 2017)

The google administrators may access all kinds of data with Google Classroom application. They can identify and alert the usage trends, active users and classes, and posts created by students and teachers. These reports, become the exclusive benefit for the teaching and learning issue in the future; the google administrators should have a broader insight. They must provide comprehensible support to their teachers and students, a software engineer for Google Classroom application, in a blog announcing the update.

Google classroom has an excellent advantage for teacher and student at the teaching and learning process (Al-Marouf & Al-Emran, 2018). The teacher does not have to spend their time to review the student's tasks in the paper base to find out the student's score, but the system provides the count automatically. Google classroom application feature can also help the teacher to analyze which material did not majority understand by the students in the meeting. The teacher can review this uncovered material at any time ( Azhar & Iqbal, 2018).

### *What is speaking?*

Speaking is one way to communicate ideas and message orally nunan, (Nunan, 1991). It enables students to deliver their goal of communication. People need to apply the language in real communication. According to (Strohner, 2008), speaking is speech or utterances to have the intention to be recognized by the speaker, and the receiver processes the statements to identify their purposes (Iman, 2017). Brown & Yule (1983) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.

Speaking is producing words in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in words, making a speech (Elmiyati, 2019), (Ali, 2018). Department of English Graduate, University of Mataram, While skill is the ability to create a well production; therefore, the writer can infer that speaking is the ability to make use of words or a language present oneself in an ordinary voice. In other words, the speaking skill is the ability to perform linguistics knowledge in actual communication. The ability function is to express ideas, feelings, thoughts, and need orally. Speaking is a part of the language arts that is frequently used by people all over the world. The art of speaking is very complicated. It requires the simultaneous use of the numbers abilities which often develop at different rates.

From the definition above, it is concluded that speaking is an activity which is used by the people to communicate with others to express their ideas, mind, and feeling by words.

An example phenomenon was observed in the stage of teaching speaking subject where number students are not able to express their idea because they have an unmotivated problem to learn. This condition was indicated by the situation where students prefer activating nonacademic activity than focusing on the lesson. Most of the students are careless attention to the teacher; there was less interaction between the teacher. The same thing is from, (Ur, 1996), argued that students have problems in speaking activities, such as inhibition, low motivation, mother tongue use, and nothing to say. Those problems often occurred when students spoke English. It is added by (Harmer, 2007) also noted that there are two elements of speaking which become problems for students; they are comprehensibility and fluency. Those elements are essential for students in speaking English. They have to consider those elements when they are speaking English. It is because without considering those elements, the peoples' speaking will not be good. Lack of fluency and comprehensibility also cause misunderstanding between speaker and listener, if the speaker cannot speak fluently and comprehensibility. s students should pay attention to elements of speaking. Teaching speaking needs innovation to improve students' speaking fluency and comprehensibility. Thus, this research attempts to apply.

### *Teaching Speaking through Google Classroom application*

Google classroom as media in teaching speaking to see whether this media could help students to speak fluently and comprehensibility. The classroom provides secure facilities for learners and instructors to connect wherever and whenever they make. This free platform lets the students store the files, go paperless, and work with students throughout the learning process. There are some steps to use Google Classroom application in teaching speaking: set up google classroom, store class material, make an announcement, create an assignment, use question feature, grading homework, and integrate the other apps, (Lynch, 2018).

### *Set Up Speaking Class in Google*

In this step, the Google user or teacher is free going to web address [classroom.google.com](https://classroom.google.com). From this part, the user will have some instruction for creating the classroom, (Renard, 2017). In the organized classroom, the user or teacher may have some additional various classes and sections as needed Ulrike (Stadler-Altmann, 2015). If the course has been set up, then, the time to sign students up of speaking class as the participant of the google classroom application. Then the students of speaking course need to sign in with the

class code, which Google will generate. The last of this step, the user are ready for the Google Classroom application.

#### Store Class Materials of Speaking

In this section, the teacher must store relevant classroom material of speaking that. Some critical material can be stored for examples; class syllabus, rules, lesson guides, and lesson materials such as videos for stimulating the students to speak, (Lom, 2012). The videos must be conditioned with the topic speaking, which has been selected based on the objective learning.

Google Classroom works very careful to store the rest of the classroom materials. However, students' work is not saved in a shared folder, so it is separate between the teacher and the student (Wylie, 2019). This storing model provides an easy way to access to grading the student's work, which only needs a computer and internet access.

#### Make notice Instruction to Practice Speaking

The teacher may put some notices in the announcement feature. If the teacher posts a notice in the announcement in the Google classroom, the students will get the notification through their email, which is located at the top of the classroom thread, (Wolford, 2015).

#### *Assignments of Speaking*

The teachers are easy to create paperless assignments by clicking "create an assignment," then give the title of the task, add a description, and due date, Sudhakar (2017). It is also possible to combine several files such as images, videos, and document, Wylie (2019).

## **2. Research Method**

Data collection of this research comprised Descriptive quantitative analysis. It showed from teaching and learning process, while, quantitative data were seen from the speaking test. The researcher involved EFL learner at junior high school level as the source data of this research. To collect the data, the researcher let the respondent to take a participation in a conversation, which then recorded the respondents' conversation. This recording aimed to save the respondent's speech production. The next step is data analysis where the researcher should transcribe the data into in written form, then analyze of each component of the speaking skills. To measure the respondents' speech, the researcher used rubric of speaking as the criteria of scoring the pronunciation, fluency and comprehensibility' ability of the respondent.

Table 1. The Speaking Rubric (Heaton, 1991)

Range	Pronunciation	Fluency	Comprehensibility
81-90	pronunciation only very slightly influenced by mother tongue	Speaks without too greats effort with a fairly wide range of expression. Searches for word an occasionally but only one or two unnatural pauses	Pronunciation only very slightly influenced by mother tongue
71-80	Pronunciation is slightly Influenced by the mother tongue. The most utterance are correct	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses	The speakers intention and general meaning are fairly clear, a few instruction by listener for the sake of clarification or necessary
51-60	Pronunciation is influenced by the mother tongue but only few serious phonological errors	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand of the speakers' longer or complex sentence.
41-50	Pronunciation is influenced by the mother tongue with errors causing a breakdown in Communication.	Long pauses while he/she searches for desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort a times.	Only small bits (usually short and sentence and phrases) can be Understood and then with considerable effort by someone used

to listening the  
speaker.

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Note: 81-89 : excellent; 71-80 : very good; 61-70 : good; 51-60 : fair; 41-50 : moderate

*Scoring the students answer.*

Gave score on speaking; the researcher used the following table. Calculating the students' score.

$$\text{students' score} = \frac{\text{score}}{\text{maximum score}} \times 100$$

(Gay, L, 1999)

a. Table 2. Classifying the students' score into five classification


Ordinal Scores	Qualitas	Level Degree		<b>Conversion Scores</b>	Level Degree
4	Sangat bagus	Excellent		86 – 100	Very good
3	Bagus	Good		71 – 85	Good
2	Cukup	Fair		56 – 70	Fair
1	Kurang	Poor		41 – 55	Poor
0-0,9	Sangat kurang	Very poor		< 40	Very poor
				<b>Conversion</b>	

Figure: 1, National Education Standard of Indonesia, (2014, P.12-13)

### 3. Findings

The findings of this research were collected through speaking test. The test was conducted in two terms, those were: pre-test and post-test.

#### a) Pre-test.

The classifications of Pre-test score.

Table 3. Percentages score of Pre-test.

No	Classification	Score Interval	Frequency	Percentage
1	Very good	86 – 100	-	-
2	Good	71 – 85	-	-
3	Fair	56 – 70	9	42.85%
4	Poor	41 – 55	12	57.19%
5	Very poor	≤ 40	-	-
Total			21	100%

The data collected in the Table. 1 above showed that speaking ability of the students were in under expectation or still low achievement. None of the students could get the very good classification or even the good classification. Most students were classified into the poor classification and fair classification.

#### b) Post-test.

The classifications of Post-test score.

Table 4. Percentages score of Post-test

No	Classification	Score Interval	Frequency	Percentage
1	Very good	86 – 100	-	-
2	Good	71 – 85	9	42.85%
3	Fair	56 – 70	9	42.85%
4	Poor	41 – 55	3	14.28%
5	Very poor	≤ 40	-	-
Total			21	100%

The data collected in Table. 2 showed that after giving treatment, there was an improvement of students' speaking ability. It revealed with the Students' scores, classified in

good classification and fair classification of achievement. There were only 14.28% of all the students as poor classification of achievement. It was different before studying speaking by using Google classroom where most of the students' achievement was in the poor classification of achievement. It means that teaching speaking English through Google classroom apps improved the students' speaking ability.

c) Significant difference between Pre-test and Post-test.

**a. Mean score.**

Table 5. The mean scores of Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	57.38	7
Post-test	68.57	7.57

Based on the data about the mean score and standard deviation in the pre-test and post-test, it showed that the result of post test greater than the result in the pre-test.

*b. Statistical Analysis of t-Test.*

The result of computation of t-Test and t-Table value:

Table. 6

The t-test and t-table of the standard pre-test and post-test

Level of Significance	t-Test Value	t-Table Value
$\alpha = 0.05$	9.82	1.725

After calculating the students' score, finally, the researcher got the t-Test value (9.82). Compared with the t-Table value by using  $\alpha = 0.05$ , the t-Table value was (1.725). It means that the t-Test value was greater than the t-Table value.

Based on the findings on Table. 4, it could be concluded that the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted, and it can be said that teaching speaking English through google Classroom improved the students' speaking

#### 4. Pedagogical Implication

The result of this research would confirm that the importance of modern technological media in teaching, such as Google classroom apps to motivate the teacher or learner in order

always get in touch their teaching and learning process, Stosic (2015) . The assistance of google classroom application brings any benefit to the teaching creation either in the classroom or out of the classroom Pamela (Perez, 2015). The teacher and the students have a chance to have a shared connection in a giving and working assignment even in a far distance. The teacher also can manage the classroom process in a considerable number of students by maximizing all features apps, for example, asking for comment orally from their seat even without a directed loud voice from their teacher. The students only get instruction from the apps to speak based on the theme provided in the apps.

## **5. Discussion.**

According to the scoring of students' speech production, the researcher got a result on the all abilities of speaking such as pronunciation, accuracy and comprehensibility in the pre-test and post-test. In the pre-test, the average score of students' speaking achievement was 57.38, while the average score of the students' language production showed better in comprehensibility than others of speaking ability.

In the pre-test, the students did not get good classification of the pronunciation and accuracy. Meanwhile, it was different from the result of the students' answer in the post-test. After getting treatment through the Google classroom, all the ability features (pronunciation, accuracy and comprehensibility) of the students' speech production improved with the average score was 68.57

Teaching speaking English through google Classroom improved the students' speaking competence. It showed in the result of the t-Test value also higher than the t-Table value, with  $\alpha = 0.05$ . The t-Table value was (1.725), and the t-Test value was (9.82).

In giving treatment to the students in speaking English through google Classroom, the students were able to produce several different answers. For example, data when the students answering some guided questions, such as data in the following.

Data

Question: *What is your ambition in the future? Why?*

After I graduated my senior high school, I would like to join in the Indonesian military. I want to be the police. My ambition in the future is to be a doctor because I want to cure people of their disease. In the future, I want to be a teacher, because teachers job is a great job and also because I like teaching responsibility.

Question: *which one do you like most: pop, rock, or dangdut music? Why?*

I like to hear dangdut music because dangdut is the music of our country. I love rock than pop and dangdut, because rock music can give us a spirit and also it can increase our adrenalin. Pop is my music because pop music has beautiful lyrics and it is entirely of love.

Question: *do you agree if the sex education taught in senior high school? Why?*

he students' answer: Yes, because as a student in high school, we must know about sex education and the dangers of free sex. Yes of course, because sex education is needed to know by all the students, especially for the high school students, that always want to try something. Yes, because as an adult, sex education is essential to know and it is beneficial for our life in the future.

Question: *what makes people use drugs?"*

and the students' answer is: Most people use drugs because they want to try the taste of medicines. People use drugs because of their lifestyle and sometimes because they are frustrated about something or because they have a problem. Many people addicted to drugs because they are influenced with their intercourse.

## **6. Conclusion**

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of google classroom as media to teach speaking were productive in teaching English, especially for speaking skill. It proved by the result of the mean score of pre-test (57.38) and the mean score of post-test (68.57), while the standard deviation of post-test (7.57) was higher than the standard deviation of pre-test (7). In the level significance of  $\alpha = 0.05$ , the t-Table value was (1.725), and the t-Test value was (9.82). It means that the t-Test value was higher than the t-Table value. It can be said that the students' speaking ability was improved after being taught through Google classroom.

## 7. Suggestion

For the educational institutions, hopefully, this technique was considered to use as one media in teaching English speaking.

For the teacher, in teaching English, the teacher must be able to use an excellent technique to make the students enjoy, and comfort, and also the teacher must be able to help the students when they have a problem in learning English. So, the students were quick to improve their competences in English. For the next researchers, they should find another method in teaching English, especially for speaking skill. So, the researchers could get the students' attention. For the students, they should add their frequency of practice in speaking English so that they can talk to English later.

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