



Google Classroom-Assisted Mobile in Language Learning for Students of Primary School Teacher Education

Muhamad Sofian Hadi¹⁾, Lidiyatul Izzah²⁾, Aliya Nafisa Karyadi³⁾

^{1), 2), 3)} English Education Study Program. Faculty of Education. Universitas Muhammadiyah Jakarta, South Tangerang, Banten, Indonesia

¹⁾M_sofianhadi@yahoo.com ²⁾izzahlidiyatul@gmail.com

ABSTRACT

Language learning activities are required for all students of the Faculty of Education at Universitas Muhammadiyah Jakarta. So far, the learning process in the classroom has been carried out conventionally. Lecturers come to class, deliver lessons, and assign homework to students. Teaching and learning activities are routine activities that frequently bore students and make them uninterested in taking the class. Students' boredom requires an alternative learning process that does not adhere to conventional concepts but has adopted novelty by using free applications that can be downloaded on each student's smartphone. Google Classroom, an online learning system that allows lecturers and students to carry out the learning process wherever and whenever they want, is one solution that can be provided. It is expected that students' English learning will improve as a result of their use of Google Classroom. As a result, it offers a variety of new learning opportunities and can accommodate students' preferences. The use of Google Classrooms is also consistent with the rapid development of technology, which is supported by the slogan of the Industrial Revolution era 4.0. It has also touched the 5.0 era, which leads to the use of technology products that can be used in the classroom learning process and supports the new minister of education's policies regarding freedom of learning.

Keywords: Google Classroom, Mobile Assisted Language Learning, the Primary School Teacher Education

Citation APA Style: Hadi, M. S., Izzah, L., & Karyadi, A. N. (2021). Google Classroom-Assisted Mobile in Language Learning for Students of Primary School Teacher Education. *English Language in Focus (ELIF)*, 3(2), 135-142. <https://doi.org/10.24853/elif.3.2.135-142>

INTRODUCTION

Foreign language skills are an ability that students must learn in the teaching and learning process of higher education in general. Graduates will be able to communicate effectively orally

and in writing, as well as interact on an international level, because of their foreign language skills. The aspect of foreign language skills is not restricted to language majors at a university. This, of course, opens up opportunities for other

departments to improve their foreign language skills. The ability to communicate in a foreign language is one indicator that a student is willing to promote to a higher level, particularly the international level.

English language skills, which are the means of communication for more than half of the world's population, are among the speaking abilities that students must master. Likewise, students in the Primary School Teacher Education (PGSD) Study Program at the Faculty of Education, Universitas Muhammadiyah Jakarta are supposed to be able to use English following their field's prerequisites. For Primary School Teacher Education (PGSD) Study Program students, mastering English will provide limitless opportunities to improve their skills and expertise at the primary school level teaching abilities. Being able to use English will enable students to continue updating their knowledge in their scientific field.

English is a subject taught in the Primary School Teacher Education (PGSD) Study Program during the first semester when the students have been enrolled in the Primary School Teacher Education (PGSD) Study Program. The early provision of English language courses is intended to provide students with opportunities to improve their language skills, not only in the Indonesian language skills they have mastered so far but also in foreign language skills, particularly English. The reality on the field is that learning English in the Primary School Teacher Education (PGSD) department has tended to be repetitive of basic English materials, giving students the impression that they

do not need to learn English. The learning model that is being used is still an unpleasant teaching strategy. Students only attend class to fulfill their obligation to take Language courses. Their lack of interest is, of course, influenced by the learning process, which focuses solely on the teachers' explanation as to the only learning resource. As a result, there is still a lack of discussion space in the process of learning English.

The various problems encountered by students in the Primary School Teacher Education (PGSD) Study Program, of course, require a solution so that the English learning process done in the first semester is no longer just an experience to the basic concepts of English that they have mastered. The learning problem can be solved by employing the Mobile-Assisted Language Learning (MALL) learning model. One learning model that intelligently employs digital devices and allows teachers, teachers, and students to access unlimited learning resources for free through a variety of available platforms (AbuSa'aleek, 2014)

The study established using Google Classroom as an alternative learning tool. The use of the Google Classroom application can provide opportunities for students to be more active participants in the learning process. So that learning English, which was previously considered less fun and unpleasant for students, can be progressively resolved. This is because students have begun to be able to learn independently and with their awareness to study every material provided by the teacher. Google Classroom is a workable

solution to students' boredom with monotonous routines.

Google Classroom is a cloud-based (online) educational tool that empowers paperless assignments to make it easier for teachers to create classes, share assignments, provide feedback, and monitor everything in one place. This software was released as a feature of the Google Corporation for Education service on August 12, 2014. (Gour, 2018). Google Classroom, according to Iftikhar (2016) and (Heggart & Yoo, 2018), offers several advantages, including:

1. Class preparation is simple; teachers can set up classes and invite students and teaching assistants. They can then share information such as assignments, announcements, and questions during the classroom flow.
2. Save time and paper by allowing teachers to create classes, assign assignments, communicate, and manage everything in one place.
3. Improved management; students can view their work on the assignments page, the class stream, or the class calendar. All materials are saved automatically in the Google Drive folder;
4. Increasing communication and feedback; teachers can create assignments, post announcements, and initiate live class discussions. Email allows students to share materials and interact in the classroom stream. Teachers can also see who has and hasn't completed assignments in real-time and provide real-time grades and feedback.
5. It can be used with the application students are using; classes work with

Google Docs, Calendar, Gmail, Drive, and Forms;

6. Safe and affordable; classes are free. There are no advertisements in the class, and no student content or data is ever used for advertising purposes.

Researchers are interested in researching the use of Google Classrooms in English learning at the PGSD Study Program University Muhammadiyah Jakarta, given that students' English language skills to master English are still restricted, requiring a breakthrough learning model that meets the requirements of students. This, in turn, can provoke students' enthusiasm and motivation for them to learn English in a fun way.

Based on this context, this research will investigate the use of Google Classrooms for learning in students enrolled in the Primary School Teacher Education (PGSD) Study Program, Faculty of Education, Universitas Muhammadiyah Jakarta. The focus of this study is divided into the process and the outcome of learning English using Google Classroom. The specific goal of this research is to provide opportunities for students to participate in a learning process that is not monotonous and enjoyable. As a result, the ability to communicate in English is no longer regarded as a secondary skill that they must master.

RESEARCH METHODOLOGY

This study is a qualitative descriptive study that describes the use of the Google Classroom application for UMJ the Primary School Teacher Education (PGSD) Study Program. The qualitative research method was used in this study.

The use of qualitative methods in light of the problems and focus of this research must be considered thoroughly and deeply for the data to be captured properly. The use of qualitative descriptive methods because this research is also distinguished by the following characteristics: (1) the data collected is in the form of words, (2) this research is analyzed inductively, (3) this research focuses on process rather than the product, and (4) this research employs purposive sampling.

FINDING AND DISCUSSION

Mobile-Assisted Language Learning (MALL)

Affordances

Kukulska-Hulme and Viberg (2018) identify several ways in which MALL has been used to support collaborative learning from the standpoint of affordability, including flexibility, continued use, feedback, personalization, socialization, active participation, peer teaching, self-evaluation, a source of inspiration outdoors, and authentic culture. Several studies explain how the diversity of technology and media has led to collaborations in providing various options for students to use appropriate mobile platforms and to increase identification through access to various popular media and the opportunity to create new media in various locations (Foomani & Hedayati, 2016; illic, 2015).

General pedagogical approaches

Furthermore, the affordability of mobile technology lends itself to the promotion of social constructivism, which is a continuation of General pedagogical

approaches (Kukulska-Hulme and Viberg, 2018). Wong, Hsu, Sun, and Boticki (2016), for example, explain learning designs specifically for Chinese learners by utilizing game-based collaborative learning in conjunction with a flexible group design. Another example is Pellerin's (2014) study in developing a task-based learning approach, allowing students to use iPod and tablets to create their learning environment, which emphasizes problem-solving learning using mobile devices as a communication tool between teachers and students.

MALL can also be used in language learning with the communicative approach developed by Hwang, Chen, Shadieff, Huang, and Chen (2014). The emphasis is on improving students' writing skills through activity creation. The findings indicate that numerous activities will encourage student interaction in writing, allowing learning objectives to be met.

Affective design

Descriptions of effective themes can be found in the study of Banez Moreno and Vermeulen (2015), which explains the use of MALL in increasing student motivation and curiosity. Furthermore, Wong et al (2013) observed students' happiness when participating in activities with MALL, which led to competition among students and made the learning process less boring. In addition to Ilic's research (2015). This explains how collaborative mobile learning generates a sense of "belonging to a network of learning" by increasing community awareness. Students are expected to test their ideas with friends they trust to avoid embarrassment in public forums.

Learning Materials

Online learning is considered to be more efficient, especially in Google's English language classroom because every user of the forum can fully enjoy all the objectives of the Google forum. Although students like to learn English using Google's classroom, the materials that have been uploaded to this application are not understood by all students. To clear vocabulary, some materials are required to be explained face to face, so that it is not only a visual focus on the text. The use of internet technology has provided a new concept to work together to combine different human, infrastructural, and capital resources to create a culture of unlimited possibilities. The combination of different disciplines offers new findings. The right technology increases the product's value. As a good product increases consumer loyalty, local consumers will later become an effective media by telling the product's advantages.

This application frees teachers to provide teaching resources that are distributed to their students in the Google classroom-assisted mobile. The 42-language Google classroom offers a content management system that allows teachers to publish the latest updates on materials and jobs and work with their students. Teacher applications can also access the content management system.

Learning Method

The method used in English courses is a discussion led by a presentation group that is divided at the start of the teaching contract. The learning model developed in lectures is

also implemented as a peer learning/peer teaching model (learning with peer tutors). Meanwhile, the lecturer's role is to act as a facilitator if the discussion process encounters difficulties). Following the lecture discussions, various exercises were carried out to assess each student's level of understanding. The practice material includes a variety of vocabulary from the conversational text as well as examples of learned rules.

Several points can be described based on the findings of research conducted for lecturers in the Primary School Teacher Education (PGSD) Study Program at the Faculty of Education, Universitas Muhammadiyah Jakarta.

1. The process of learning English for the students of the Primary School Teacher Education (PGSD) Study Program went very well, and they responded positively.
2. Google Classroom is an alternative that lecturers can use during the corona pandemic.
3. Due to a lack of mastery of various existing applications, lecturers perceive the use of Google Classroom to be beneficial.
4. It is hoped that in the future, there will be a policy requiring all lecturers in the Primary School Teacher Education (PGSD) Study Program to incorporate the use of technological devices in their teaching and learning activities.

CONCLUSION

Based on the research activities that have been carried out in the Primary School Teacher Education (PGSD) Study Program of the Universitas Muhammadiyah Jakarta, it can be concluded that the integration of

technological advances by utilizing Google Classroom Learning is one of the breakthroughs that should be appreciated. The learning process which was previously limited was only carried out in physical classrooms, by using this learning model, the English learning activities carried out by the lecturers were no longer limited by space and time. As long as there is an internet connection, teaching and learning activities can take place anywhere and anytime according to the agreement of the lecturers and students.

REFERENCES

- Abusa'aleek, A. O. (2014). A Review of Emerging Technologies: Mobile Assisted Language Learning (MALL). *Asian Journal of Education and E-Learning*, 2(6), 469–475. Retrieved from <http://www.ajouronline.com/>
- Foomani, E. M., & Hedayati, M. (2016). A Seamless Learning Design for Mobile Assisted Language Learning: An Iranian Context. *English Language Teaching*, 9(5), 206–213. Retrieved from <https://eric.ed.gov/?id=EJ1099606>
- Gour, S. (2018). Integration of Technology with Google Classroom in Higher Education. *International Journal of Scientific Research in Computer Science, Engineering and Information Technology*, 3(3), 1935–1939.
- Heggart, K. R., & Yoo, J. (2018). Getting the Most from Google Classroom: A Pedagogical Framework for Tertiary Educators. *Australian Journal of Teacher Education*, 43(3), 43. <https://doi.org/10.14221/ajte.2018v43n3.9>
- Iftakhar, S. (2016). Google Classroom: What Works and How? *Journal of Education and Social Sciences*, 3(1), 12–18. Retrieved from <http://www.ucalgary.ca/~dmjacob/phd/diss/Image74.gif>
- Hadi, M. S., & Emzir, E. (2016). Improving English Speaking Ability through Mobile Assisted Language Learning (Mall) Learning Model. *IJLECR - International Journal of Language Education and Culture Review*, 2(2), 71–74. <https://doi.org/10.21009/IJLECR.022.09>
- Hwang, W.-Y., Chen, H. S. L., Shadiey, R., Huang, R. Y.-M., & Chen, C.-Y. (2014). Improving English as a Foreign Language Writing in Elementary Schools Using Mobile Devices in Familiar Situational Contexts. *Computer Assisted Language Learning*, 27(5), 359–378. <https://doi.org/10.1080/09588221.2012.733711>
- Ilic, P. (2015). The Effects of Mobile Collaborative Activities in a Second Language Course. *International Journal of Mobile and Blended Learning*, 7(4), 16–37. <https://doi.org/10.4018/IJMBL.2015100102>
- Kukulska-Hulme, A., & Viberg, O. (2018). Mobile Collaborative Language Learning: State of the Art. *British Journal of Educational Technology*, 49(2), 207–218. <https://doi.org/10.1111/bjet.12580>

Hadi, M. S., Izzah, L., & Karyadi, A. N. (2021). Google Classroom-Assisted Mobile in ..

Moreno, A. I., & Vermeulen, A. (2015). Profiling a MALL App for English Oral Practice. *Journal of Universal Computer Science*, 21(10). <https://doi.org/0.3217/jucs-021-10-1339>

Pellerin, M. (2014). Language Tasks Using Touch Screen and Mobile Technologies: Reconceptualizing Task-Based CALL for Young Language Learners. *Canadian Journal of Learning and Technology*, 40(1), 1–23.

Wong, L.-H., Hsu, C.-K., Sun, J., & Boticki, I. (2013). How Flexible Grouping Affects the Collaborative Patterns in a Mobile-Assisted Chinese Character Learning Game. *Educational Technology & Society*, 16(2), 174–187.

