

## THE USE OF GOOGLE CLASSROOM APPLICATION FOR WRITING AND SPEAKING IN ENGLISH EDUCATION CLASS

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### **Article History:**

Received:  
May 24, 2019

Revised:  
June 12, 2019

Accepted:  
July 23, 2019

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**Abstract:** The development of application in smartphone makes people use it in the process of teaching and learning activities. This research aims to discover students' lived experience of using Google Classroom application as the media for submitting English assignments in the form of writing and speaking. The method used in this research was hermeneutic-phenomenology study. It focuses on description and interpretation of lived experience. The instruments used are in-depth interview, observation, and document review. The findings are distributed into empirical themes and transcendent themes. Based on the research, Google Classroom enhances writing and speaking skills in the form of assignments.

**Keywords – Writing, Speaking, Google Classroom, Lived Experience, Empirical Themes, Transcendent Themes**

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### **INTRODUCTION**

Technology develops fast nowadays. Smartphone is one type of technology development. Smartphone has different innovation from time to time. People use smartphone in their daily life and for everyday use. There are many applications that can be learned in smartphone. Google classroom application is the example of application for learning in the smartphone. Google classroom application is used by many students to submit assignment.

The development of technology gives impacts to the teaching-learning process especially in language learning. Dudeney and Hockly (2007: 7) state that “the term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communication technology.” It enhances online learning. Online learning uses a good internet connection (Dudeney and Hockly, 2007: 152). Learners can also access learning through mobile phone. Dudeney and Hockly (2007: 8) state that “technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access centre; it can also be used at home.” Technology in the classroom supports teaching-learning activities. Dudeney and Hockly (2007: 10) state that “the use of technology in the classroom does not replace using traditional materials such as a black/whiteboard or a coursebook – rather technology tools are used to complement and enhance regular classroom work.”

English is an important language. It is considered as an international language. English has been considered as lingua franca (Harmer, 2001 : 1). Hence, mastering English language is needed in the present days. People can go international when they have good English. English itself has four main skills, namely listening, speaking, reading, and writing.

Writing is one of English skills that is important to be mastered. Students try to have output from their input (Harmer, 2001 : 250). The students try to create writing after they get input in the form of reading. They can create good writing if they get good input. Hence, input is important as the foundation of writing in addition to writing skill.

Speaking is another skill in English language learning. Speaking is used in daily life by many people for communication. Thornbury (2005: 1) states that “the average person produces tens of thousands of words a day.” In teaching speaking, the students can do tasks. Brown (2007: 243) states that “All of these are “communicative” and part of the nature of CLT, but the task itself is designed to equip learners with communicative language needed to give someone directions.”

The previous researches are conducted in the use of technology in education area. There are three previous researches. The first is Heggart and Yoo’s research (2018). It is about pedagogical framework in using Google Classroom. The second is Azhar and Iqbal’s research (2018). It is about teachers’ perceptions on the use of Google Classroom. The third is Elizabeth Campbell’s research (2008). It is about lived experience in teaching and learning.

Considering the development of technology in which Google Classroom is a new application for learning, development of teaching-learning by using mobile phone

application, and the importance of English writing skill and speaking skill, the writer focuses the research on students' lived experience in the use of Google Classroom application as learning media for English writing and speaking.

Google classroom application can be used by students in different levels of education. However, this research is limited several areas. Firstly, this study is limited in the context of Palembang. In Palembang, the research is implemented in Musi Charitas Catholic University. Secondly, this study is limited in the use of Google classroom for writing and speaking. Listening and reading are not included in this study for the use of Google Classroom.

The research question in this research is: What is students' lived experience of using Google Classroom application in English writing and speaking like?

The research goals in this research are divided into two goals. The first is to discover the logical truth of students' lived experience in using Google Classroom application for English writing and speaking. The second is to describe and interpret students' lived experience in using Google Classroom application for English writing and speaking.

This research has three benefits. The first benefit is for the participants. The participants can learn English skills by using Google Classroom application. The students can do the English tasks in writing and speaking with the application in smartphone. They can also enhance their writing and speaking ability in English. The second benefit is for the audience. The research can give a new perspective to the readers of the use smartphone application as the media in writing and speaking. Technology can be used in the classroom. The third benefit is for the researcher. The research can improve self-actualization in using Google Classroom application as media for writing and speaking.

### *Lived Experience*

Lived experience has connection to phenomenology and hermeneutics. Van Mannen (1990: 1) states that "a human science research approach, showing a semiotic employment of the methods of phenomenology and hermeneutics." Hence, phenomena are studied in lived experience. "We raise questions, gather data, describe a phenomenon, and construct textual interpretations" (Van Mannen, 1990: 1). After describing phenomena, interpretation is needed.

Phenomenology and hermeneutics are different. "Phenomenology describes how one orients to lived experience, hermeneutics describes how one interprets the "texts" of

life, and semiotics is used here to develop a practical writing or linguistic approach to the method of phenomenology and hermeneutics” (Van Mannen, 1990: 4).

Hermeneutic phenomenology relates to description and interpretation. It “construct a full interpretative description of some aspect of the life world, and yet to remain aware that lived life is always more complex than any explication of meaning can reveal.” (Van Mannen, 1990: 18). Lived experience relates to pedagogy of teaching. “Pedagogy is the activity of teaching, parenting, educating, or generally living with children, that requires practical acting in concrete situations and relations” (Van Mannen, 1990: 2).

Lived experience can be used in language teaching-learning process. Four descriptions need to follow some suggestions for lived-experience (Van Mannen, 1990: 64-65). Firstly, it only describes real experiences. Secondly, it describes textual descriptions of mind and text. Thirdly, it focuses on specific events. Fourthly, it does not focus on the beautification of texts. The focus on description and interpretation is to get meaning. “The purpose of phenomenological reflection is to try to grasp the essential meaning of something” (VanMannen, 1990: 77). The meaning itself is previously made into themes. “Phenomenological themes may be understood as the structures of experience.” (Van Mannen, 1990: 79).

Theme has several definitions. Van Mannen (1990: 87) states them. Firstly, theme focuses on the point of meaning. Secondly, theme is the simplification. Thirdly, theme gets the structure of phenomena. Existential of reflection focus on lived space (spatiality), lived body (corporeality), lived time (temporality), and lived human relation (relationality or communality). The first is spatiality. “Lived space is more difficult to put into words since the experience of lived space is largely pre-verbal” Van Mannen (1990: 102). The second is corporeality. “Lived body (corporeality) refers to the phenomenological fact that we are always bodily in the world” Van Mannen (1990: 103). The third is temporality. “Lived time (temporality) is subjective time as opposed to clock time or objective time” Van Mannen (1990: 104). The fourth is relationality. “Lived other (relationality) is the lived relation we maintain with others in the interpersonal space that we share with them” Van Mannen (1990: 104).

### *Teaching Writing*

Writing involves seven characteristics of written language as stated by Brown (2007: 397-398). The first is permanence. The final form of writing can still be clarified. The second is production time. Writing happens through process until final version. The

third is distance. Writing must consider distant audience for having interpretation. The fourth is orthography. Writing involves simple to complex ideas. The fifth is complexity. Writing involves skills in reducing redundancy, combining sentences, making inferences, and creating lexical types. The sixth is vocabulary. Writing involves vocabulary use. The seventh is formality. Writing involves formal type of writing.

There are five types of classroom writing performance as stated by Brown (2007: 399-400). The first is writing down. The students write down the letters, words, and sentences. The second is intensive. The students have exercises as intensive writing. The third is self-writing. The students have note-taking before writing. The fourth is display writing. The students learn writing from several sources. The fifth is real writing. The students write in the classroom.

In designing teaching writing, there are five components as stated by Tiedt (1989: 8- 14). The first is clarifying objectives for instruction. Writing is started by setting up the goals of learning. The second is providing a prewriting stimulus. Before writing, stimulus to activate brainstorming is needed. The third is engaging students in a writing activity. Students can write in different forms, such as story, letter, journal, drama, poetry, report. The fourth is planning for post writing follow-up. Writing includes sharing, editing, and publishing. The fifth is evaluating the lesson. At the end of writing, the teacher evaluates students' writing whether it achieves the goal or vice versa.

Teaching writing has six principles according to Brown (2007: 402-404). The first is incorporating practices of "good" writers. The second is balancing process and product. Writing needs process in the form of making drafts before it becomes a product in the form of writing. The third is having account for cultural/literary backgrounds. Since the students write in their second language, the teacher should teach the ways to write in English well. The fourth is connecting reading and writing. The students need to read before writing. The fifth is providing as much authentic writing as possible. It means that the students' writing needs to be made authentic. The sixth is framing your techniques in terms of prewriting, drafting, and revising stages. This includes the processes in prewriting and revising. Prewriting is done through brainstorming, reading, clustering, and discussing. Revising is done through reviewing and editing for grammatical errors.

### *Teaching Speaking*

Brown (2007: 322 – 325) states eight perspectives in spoken communication. The first is conversational discourse. Speaking is associated with pragmatic. The second is teaching pronunciation. Speaking is related with phonology. The third is accuracy and

fluency. Speaking has to focus on meaning that is delivered. The fourth is affective factors. Speaking is related with feeling. The fifth is the interaction effect. Speaking is associated with sounds, words, phrases, and discourse. The sixth is questions about intelligibility. Speaking relates to correctness of accent. The seventh is the growth of corpora. Speaking can be learned through textbook. The eighth is genres of spoken language. Speaking involves various types of interaction.

In learning speaking, Brown (2007: 327-330) states six types of speaking performance. The first is imitative. Learner imitates speaking in human tape recorder. The second is intensive. Speaking relates to phonological and grammatical aspects. The third is responsive. Speaking is performed by giving response. The fourth is transactional. Speaking carries out specific information. The fifth is interpersonal (dialogue). Speaking builds conversation with interlocutors. The sixth is extensive (monologue). Speaking is done by giving oral reports.

Brown (2007: 331 – 332) states seven principles in teaching speaking. The first is focus on both fluency and accuracy. The second is providing intrinsically motivating techniques. The third is encouraging the use of authentic language in meaningful contexts. The fourth is providing appropriate feedback and correction. The fifth is capitalizing on the natural link between speaking and listening. The sixth is give students opportunities to initiate oral communication. The seventh is encouraging the development of speaking strategies.

In teaching speaking, teachers can put into five activities (Celce-Murcia: 2001). The first is discussion. The students get materials to be discussed. The second is speech. The students deliver speech. The speech is better to be videotaped in order to have evaluation. The third is role play. Role play is done after preparing the script. The fourth is conversation. The students have conversations with other students. The fifth is audiotaped oral dialogue journals. The students have frequent speaking that is audiotaped.

### *Google Classroom application*

Google Classroom is used as media for teaching-learning activities. Iftakhar (2016: 12) states that “Classroom helps teachers save time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive and Docs.” The teacher and students can have both written and spoken communication by using Google Classroom. It is also stated by Al-Marouf and Al-Emran (2018: 112-113) that “It takes into consideration the achievement of specific functions such as simplifying the students-

teacher communication, and the ease of distributing and grading assignments. It provides the students with an opportunity to submit their work to be graded by their teachers online within the deadlines.” The students can submit assignments and get the grade.

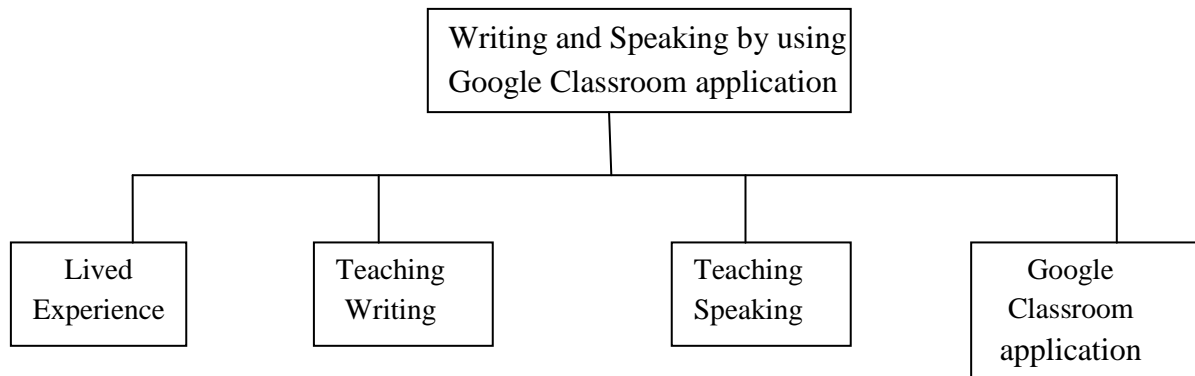
There are benefits of using Google Classroom application. The first is easy to use. Iftakhar (2016: 12) states that “Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment”. Google Classroom is used as media for delivering assignments. The students can submit their assignment through Google Classroom application by uploading the file. Shaharane, Jamil, and Rodzi (2016: 5) also state that “Google classroom is useful in helping in the teaching and learning process, as its ease of use they will intend to use it when needs arise.” The second is the files are organized well. Al-Marroof and Al-Emran (2018: 112-113) also state that “students can keep their files more organized and need less stored paperless in a single program.” All submitted files are online and organized in Google Classroom. The third is saving time (Iftakhar, 2016: 13). The process of administrating the files is online. There is also grading system in the application. The teachers can give feedback on the students’ work. The fourth is flexible (Iftakhar, 2016: 13). It can be used in both face-to-face class or online class. The fifth is mobile-friendly (Iftakhar, 2016: 13). Google Classroom can be used anywhere since it is used in mobile phone.

Google Classroom application can increase students’ personal development. It is as stated by Al-Marroof and Al-Emran (2018: 114) that Google Classroom can make the students have self-directed learning. The students build self-learning and self-development. Shaharane, Jamil, and Rodzi (2016: 6) state that there is social integration when the students use Google Classroom. The students interact one another online through Google Classroom.

### *Framework of pre-understanding*

In lived experience research, framework of pre-understanding is needed. Alvesson and Skoldberg (2000: 65) states that “two even more basic hermeneutic circles: that between whole and part, and that between pre-understanding and understanding.” Pre-understanding is needed before understanding the meaning. The framework of pre-understanding can be seen below:

Figure 1. Framework of Pre-understanding



From the figure above, it can be seen that writing and speaking by using Google Classroom is interrelated with four basic theories. They are lived experience, teaching writing, teaching speaking, and Google Classroom application.

#### *Pre-figured themes*

From the framework of pre-understanding above, the writer makes pre-figured themes. Pre-figured themes are divided into empirical themes and transcendent themes. The empirical themes are practicality, simplicity, feature, autonomous learning, audio and video. The transcendent themes are motivation and discipline. Emerging themes are the themes out of pre-figured themes. The themes can appear in the research during data gathering.

## **METHOD**

### *Research Method*

Research method in this study is hermeneutic-phenomenology method. Van Mannen (1990: 4) states that “phenomenology describes how one orients to lived experience, hermeneutic describes how one interprets the “texts” of life, and semiotics is used here to develop a practical writing or linguistic approach to the method of phenomenology and hermeneutics.”

The rationale of using this method is it synchronizes the use of description and interpretation. Van Mannen (1990: 38) states as follows:

“It is the phenomenological and hermeneutical study of human existence: phenomenology because it is the descriptive study of lived experience (phenomena) in the attempt to enrich lived experience by mining its meaning; hermeneutics because it is the interpretative study of the expressions and



objectifications (texts) of lived experience in the attempt to determine the meaning embodied them.”

Hence, phenomenology relates to description and hermeneutics relates to interpretation. Both of them are appropriate with this research.

### *Nature of Data*

The data in this research is text. Alvesson and Skoldberg (2000: 61) states that “we see parts of the text as something, or more precisely as – in some sense- meaningful signs, whether we are reading a text written in letters of the alphabet or in social acts.” The data are used in the description and interpretation.

### *Setting*

This research is conducted in English classes of Musi Charitas Catholic University, Palembang. The students take English Education classes in odd semester, academic year 2018/2019. They have assignments of writing and speaking by using Google Classroom application outside the class.

### *Participants*

The participants in this study are the students in two classes. There are five selected participants as the total of participants. Three selected participants deal with the use of Google Classroom for writing, and two selected participants deal with the use of Google Classroom for speaking.

### *Instrument*

The instruments in this research are in-depth interview, observation, and document review. The first is in-depth interview. The interview is done one-on-one interview. Creswell (2012: 218) states that “one-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably.” Moreover, the interview is in the form of unstructured text data (Creswell, 2012: 214). The second is observation. The observation is done when the students prepare writing and speaking in the class. Creswell (2012: 213) states that “observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.” The third is document review. Creswell (2012) states

that “documents represent a good source for text (word) for qualitative study. They provide the advantage of being in the language and words of the participants.”

### *Data Gathering*

Data gathering is done in three parts. The first is in-depth interview. The in-depth interview is done three times in each participant. The in-depth interview is done with snowballing technique. Since there are five participants, so that there are fifteen in-depth interviews. The second part is observation. Observation is done in pre-writing in the class when the students do the tasks in the classroom. The third is document review. The document review is done through reviewing the students’ notes.

This research is implemented for one semester in two classes. The first meeting is syllabus introduction. The second meeting is analyzing the context and content. The third meeting is introducing Google Classroom application. The fourth meeting until the last meeting is implementing Google Classroom application for writing and speaking assignments.

### *Data Analysis*

The data analysis is done in several steps. Creswell (2012: 261-261) states six steps. The first is preparing and organizing the data for analysis. It means organizing data from the interviews. The second is exploring and coding the data. The data then is coded. The third is coding to build the themes. The coded data is classified into several themes. The fourth is reporting the qualitative data. It means making the data into the narrative. The fifth is interpreting the data. The data that have been made into narrative is interpreted. The sixth is validating the data. The data are validated by using triangulation.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

The findings are divided into empirical themes and transcendent themes. Empirical themes are the themes that can be seen with five senses. The transcendent themes are vice versa of empirical themes. There are selected three participants that are interviewed for the use of Google Classroom for writing. They use pseudo-name, namely Yeni (Yen), Rita (Rit), and Toni (Ton). There are selected two participants that are interviewed for the use of Google Classroom for speaking. They use pseudo-name, namely Dita (Dit) and Nina (Nin). There are three times interviews in each participant. The coding

for writing the findings is as follows: for example Yen1 means participant Yeni in interview 1.

### *Themes of the Use of Google Classroom for Writing*

#### *1. Practicality*

Yeni said that typing the assignment in the application was more practical since she did not need to write in the paper or typed in the laptop, print, and submit to the lecturer (Yen2). Yeni also said that she did not need to submit the assignment with email (Yen2). Rita said that she could submit the assignment without directly meeting the lecturer (Rit2). She also said that it was fast to submit the assignment in the application (Rit2). Toni also said that it was easy to submit the task with the application (Ton1). He did not need to use paper (Ton1). Yeni also said that she did not need to spend many pieces of paper for writing assignment (Yen3). Rita said it was practical since she just typed in Microsoft word in her smartphone. When she had not finished yet, she could save and continue everywhere since smartphone was portable and not heavy to be brought everywhere (Rit2). Toni said that it was practical to use the application (Ton2). Toni also said that there was no possibility to lose the work if he used the application since the work was saved in the application than did in the paper (Ton2). He could also directly see the score in the application (Ton3).

#### *2. Autonomous Learning*

Yeni said that her friends can give comment on writing assignment that appear in the stream since it can be seen by friends that join the class in Google Classroom (Yen2). She said that when the assignment appeared in the stream, she could learn on grammar in the writing itself (Yen3). Rita also said that she could learn from the class comment (Rit2). Other students can also give correction (Yen3). Rita said that when she did not understand, she could learn from other friends' writing in the application (Rit2). Rita could learn grammar from other friends' writing (Rit3). Toni said that he could learn the spelling of word in the writing (Ton3).

#### *3. Feature*

Yeni said that stream was the feature that she usually looked at in Google Classroom (Yen1). She said that all assignments appeared in stream (Yen1). The application is appropriate to be used to submit assignment (Yen1). Rita also said that stream was the feature that she mostly looked at (Rit1). Yeni usually looked the

notification in the application than in the email (Yen1). There was also notification in Google Classroom (Rit1). Rita said she could know the assignment that had been given the score from the notification in the application (Rit3). Toni said that he could see the score in the application (Ton3).

#### 4. *Simplicity*

Yeni said that the process to submit writing assignment in Google Classroom was easy (Yen1). Rita also said that it was easy to install the application and submit assignment in the application (Rit1). Toni also said that it was easy to install the application (Ton1). Rita said that it was fast to submit assignment in the application (Rit3). She sent in the application without waiting other friends if she had finished the assignment and wanted to submit it (Rit1). She also did not need to wait the lecturer to submit the assignment (Rit3).

#### 5. *Self-discipline*

Yeni said that the deadline in the application did not affect her since she will continuously submit the assignment one day before the deadline (Yen1). Rita said that she also submitted the assignment quickly without depending on the deadline (Rit1). Toni said that he always submitted on time without seeing the deadline (Ton1).

#### 6. *Motivation*

Yeni said that it was her first experience in using Google Classroom (Yen1). Rita also said that it was the first time for her to use Google Classroom (Rit1). Toni said that it was also his first experience to use the application (Ton2).

#### 7. *Inconvenient*

Yeni said that typing in laptop was still better than typing in smartphone since the keyboard size is bigger in laptop than in smartphone for typing process (Yen2). Toni also said that he preferred to type writing assignment in laptop, then transferred the file to smartphone and submitted it in the application. He said that the size of keyboard is larger in laptop than in smartphone when he wanted to type in Microsoft word (Ton2). Yeni said that the score could not be given with the correction, while if the score was given in the paper there was also the correction of writing in the paper with the score (Yen3). Yeni said for communication in the form of text message, it was still comfortable to use other platform (Yen3).

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*Themes of the Use of Google Classroom for Speaking**1. Simplicity*

Dita said that it was easy to install the application in smartphone (Dit1). She said that she could directly send the assignment in the application when she had finished it (Dit2). Nina also said that it was fast to install the application (Nin1).

*2. Feature*

Dita said that class work was the feature which was mostly opened since the assignment appeared there (Dit1). Dita also paid attention to the notification given in the application (Dit1). Dita also looked at people feature to know her friends in Google Classroom (Dit1). Dita paid attention to deadline given in the Google Classroom (Dit1). Dita said that she could see her speaking score in the application (Dit3). Dita said that the assignment can be made into dialogue, recorded, and sent it in the application next time (Dit3). Nina said that class work and people are the features that she looked in the application frequently (Nin1). Nina looked at the class work to see the assignment and looked at people to see her friends in Google Classroom (Nin1). Nina said that she also looked at notification of Google Classroom, but she preferred to see in email. The deadline notification also reminded Nina if she forgot to do her assignment (Nin1). Nina said that the score feature made her know her score. If she forgot the score, she just opened the application and looked her score again (Nin3).

*3. Video*

Dita said that she paid attention more when she did speaking assignment by using video. She needs to look at her appearance when she recorded using video while speaking. Then, she submitted the assignment in the application (Dit1). Dita said that she repeated three times when she spoke by using video (Dit1). Nina also said that she repeated three to four times before submitting speaking video in Google Classroom application (Nin2). She also said that it was more difficult to record speaking with video than audio since she only needed to pay attention to the voice if she recorded with audio (Dit1). She also said that the process of uploading video was rather longer in the application (Dit1). Nina said that it took longer time to upload video in the application because the size of video was big (Nin1). Nina also became nervous if the video was uploaded too long when deadline was approaching (Nin2).

#### 4. *Audio*

Dita said that she preferred using audio than video. She just needed to pay attention on her speaking when she was recording it without paying attention to her appearance (Dit1). Dita said that the process of uploading audio is faster in the application (Dit1). Hence, she said that it was more comfortable to have speaking with audio (Dit2). Nina also said submitting speaking audio was faster in the application (Nin2). Nina said she repeated the audio before submitting in Google Classroom twice (Nin2).

#### 5. *Convenient*

Dita said that submitting the speaking assignment directly to the lecturer in the application helped her if she was not self-confident to speak and posted in the stream feature (Dit2). Nina also said that submitting speaking video in the application was more comfortable than speaking directly in front of the classroom since she sometimes got nervous if she needed to speak in public. It helped her (Nin2). Nina said that the display of Google Classroom had been good (Nin3). Nina said that Google Classroom helped her to submit speaking assignment (Nin3). The attachment sign also helped her when she wanted to attach file (Nin3). It helped her in the process of learning activity (Nin3). Nina said that she liked to see people feature since she could see her friends.

#### 6. *Inconvenient*

Dita said that she could not give comment her friends' speaking assignment if it was submitted to the lecturer without also posted in the stream feature (Dit2). Dita said that there was no individual chat yet if she would like to ask the lecturer about the assignment privately in the application (Dit2). She also said that chat was more convenient by using other platform (Dit3). Dita said that there was no sign of notification in the application if there was new notification like in the email (Dit3). Dita said she did not really like the colour display in the application since she liked another colour (Dit3). Nina hoped that there was folder to make it neat if she wanted to see her files in the application (Nin3).

## Discussion

### *Empirical Themes*

#### *1. Google Classroom for Writing Skill*

The empirical themes in the use of Google Classroom for writing skill are practicality, autonomous learning, feature, and simplicity. From practicality theme, it is stated from the participants that they just typed without sending in email or printing the writing assignment or without meeting the lecturer directly to submit it. It is as stated by Brown (2007: 399-400) that writing includes self-writing process. It is also as stated by Al-Marroof and Al-Emran (2018: 112-113) that students can submit assignment in Google Classroom. From autonomous learning theme, the participants could learn from the class comment, correction from their friends, they could learn from other friends' writing, and they could learn English grammar and spelling. It is as stated by Brown (2007: 397-398) that complexity in writing includes skills in reducing redundancy, combining sentences, making inferences, and creating lexical types. From feature theme, the participants mostly see stream feature since writing assignment appeared there. They also looked at the notification and the score in the application features. It is as stated by Iftakhar (2016: 13) that the students can get the grade in Google Classroom. From simplicity theme, the participants state that it was easy to install and submit assignments in Google Classroom. They could also directly send the assignment in the application if they had finished it.

#### *2. Google Classroom for Speaking Skill*

The empirical themes in the use of Google Classroom for speaking skill are simplicity, feature, video, and audio. From the simplicity theme, it is stated that both participants state that it was easy to install and send the assignments in the application. It is as stated by Shaharane, Jamil, and Rodzi (2016:5) that Google Classroom is easy to be used. From feature theme, it is stated that classwork feature was mostly seen since the speaking assignment appeared there. It is as stated by Iftakhar (2016: 12) that the files are organized well. The second is people feature since they could know their friends in the application. The participants also saw notification either in Google Classroom application or in email. It is as stated by Iftakhar (2016: 12) that there is notification in Google Classroom. The deadline sign reminded them to submit the assignment. They could also see their score in the application. From audio theme, it is stated that submitting speaking video made the participants prepare more since they paid attention both visual and voice. It is as stated by Brown (2007: 322 – 325) that

speaking includes learning sounds and accent. They also repeated much more than using audio. Moreover, it took longer time to upload video because of the file size. From the audio theme, it is stated that the participants just paid attention to their voice. They repeated it less before submitting the task. It is as stated by Brown (2007: 327-330) that one type of speaking is monologue. The students had oral report on materials given. The process of uploading audio file was also faster than video.

### *Transcendent Themes*

#### *1. Google Classroom for Writing Skill*

The transcendent themes for the use of Google Classroom in writing skill are self-discipline, motivation, and inconvenient. From self-discipline theme, the participants are self-discipline in submitting writing assignments. Although there was deadline notification in the application, they tended to submit as quickly as possible after the assignment was given. It is as stated by Tiedt (1989: 8- 14) that publishing is one part in writing. In this research, the students posted as attachment for writing assignment. From motivation theme, all participants state that it was their first time to know Google Classroom. They learned to use it. It is as stated by Brown (2007: 402-404) that writing has balance in process and product. The students learn to use Google Classroom to post their writing products as assignment. It is also as stated by Al-Marouf and Al-Emran (2018: 114) that students build self-directed learning when using Google Classroom. From inconvenient theme, two participants state that it was better to type in laptop first and then transfer the result in Google Classroom since the keypad when typing in Microsoft word in smartphone was small. One participant states that she could not get the correction note when the score was given back in the application. The participants state that text message can be used, but it was better to use in other platform.

#### *2. Google Classroom for Speaking Skill*

The transcendent themes for the use of Google Classroom in writing skill are convenient and inconvenient. From the convenient theme, it is stated that the participants could directly send the speaking assignment if they had finished it. It also helped them when they were not self-confident to speak in front of the classroom and sent the speaking assignment in the application. It is as stated by Brown (2007: 322 – 325) that speaking also relates to affective factor. If the students are self-confident, they have good feeling in the process of speaking. They also liked the features in the



application. From the inconvenient theme, it is stated that they could not give comment if the assignment was not sent in the stream feature. It is as stated by Brown (2007: 331 – 332) that speaking process includes feedback and correction. In this case, the students could not give comment or feedback if the assignment was not posted in stream feature. There was also no individual chat and sign of notification that appeared when there was new notification in the application.

## CONCLUSION AND SUGGESTION

From the findings and discussion above, it can be concluded that Google Classroom application is beneficial to enhance writing and speaking skills. It can be seen from the empirical and transcendent themes for writing and speaking skills. The themes in the findings are also the same with themes in pre-figured themes with few of emerging themes. The empirical themes for writing skill are practicality, autonomous learning, feature, and simplicity. The empirical themes for speaking skill are simplicity, feature, video, and audio. From the empirical themes, it can be concluded that Google classroom increases the participants to be more practical, independent learning, easy to use the application, know well the feature application, and able to use for video and audio assignments. The transcendent themes for writing skill are self-discipline, motivation, and inconvenient. The transcendent themes for speaking skill are convenient and inconvenient. From the transcendent themes, although there is a little bit inconvenient, the participants become more motivated, disciplined, and convenient. Further researcher can do research on students' lived experience of using Google Classroom for reading and listening skills.

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### **Contributor's Biodata**

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