

Lecturers' Difficulties In Combining Google Classroom And Whatsapp In Teaching Of English Essay Writing

¹Desi Ratna Sari, ²Putri Salsabila, ³Revi Herdianti

Students, English Education Department, Institut Pendidikan Indonesia, Indonesia

Corresponding Author Email: Desi03089@gmail.com; Putrisalsabila003@gmail.com; Hherdianti5@gmail.com

Abstract

Google classroom and whatsapp are the most widely used platforms in the teaching and learning process during the Covid-19 pandemic. Nevertheless, the discussion of how these two platforms are combined in teaching is still very low. Departing of that points, this study aims to investigate the problem that face by the lecturers in Combining Google Classroom And Whatsapp. Qualitative research embracing case study design was employed in this research. The instruments are semi structured interview conducted to two EFL lecturers in one of University of West Java. The result reveals that there are two main difficulties. First, the lecturers were difficult to develop good interaction with the student. More than that, the lecturers felt that the engagement of students was very low. Second, the lecturers had barriers in managing the time during teaching program. Specifically, the lecturers were aware that combining google classroom and whatsapp which still remained the promblem in conveying the material since there was no enough feature. To conclude, combining two applications in the teaching and learning process iss not adequate. Therefore, other applications are needed to complete the teaching and learning process.

Keywords: *Combining, Difficulties, Google classroom, Online class WhatsApp.*

INTRODUCTION

In this pandemic era, it is necessary to have a technology-based teaching for teacher, especially for educational institution as if using only one application is not enough to deliver teaching material. Educational institutions initially prepared technology-based teaching media that could be accessed online such as WhatsApp, Instagram, Google Meet, Google Classroom, and Zoom (Ramkissoon et al., 2020; Simamora, 2020; Solehana et al., 2019). Those are the applications that help teachers and

also students conduct online learning. Yulia and Yustina (2020) stated that quality still must be maintained even though the situation due to Covid-19 is challenging, especially in the field of education. According to (Bervell & Arkorful, 2020; Wu et al., 2019; Yustina et al., 2020) There is room for discussion and collecting assignments virtually. Therefore, It is necessary to combine some application so that teachers could convey teaching material easily. the combination of Google classroom and WhatsApp is very important in online learning.

In the spite of the importance of combining Google classroom and WhatsApp as mentioned above, the lecturers has some problems in teaching using platform. According to Ertmer et al., (2012) the most frequently cited reason for the lack of technology implementation in the classroom is inadequate professional development and training. If there is no technical assistance and no improvement, teachers cannot use technology (Jamieson-Proctor et al., 2013). In effect, teachers will be reluctant to use technology for fear of equipment failure because they are not given any help on the problem. And another problem experienced is that students have difficulty sending assignments to Google Classroom with large files such as the task of making videos. That is in line with Alim, et al, (2019) that there are several obstacles, such as students not being able to access accounts provided by the teacher, students having limited access to smartphones, and an inadequate internet network to access Google Classroom. And the last problem namely the lack of monitoring from parents so that students lack motivation to learn, sometimes students are just playing games and so on, because parents also have an important role in motivating children to learn and monitoring children in learning activities. This is in line with the opinion of Suhery (2020: 130) who stated the shortcomings of online learning, one of which is that students who lack or even do not have high learning motivation tend to fail in learning.

Furthermore, there have been previous studies related to virtual learning environments by using various learning media. Studies from Syed (2020), Abdurrahman, Saregar & Umam (2018), Gambari, Situ, & Ogunlade (2018), Dalimunthe & Wibisono (2014), explained about the impact of Virtual Learning. Next, studies from Mokhtar & Dzakiria (2015), Balasubramanian, Jaykumar & Fukey (2014), Sukmawati & Nessie (2019), mentioned about student's perception of using Google classroom, Harjanto & Sumarni (2019), explained about teacher's perception on the use of Moodle and Google classroom. Another study from Wicaksono (2017), Unal & Unal (2014), explained about teacher experiences on the use of edmodo and moodle. Khairani, Daud & Adnan (2020) stated that student's acceptance of the use of google classroom as an platform in blended learning. Crisatiano & Triana, explained about google classroom as a tool-mediated for learning. And the last Sukamawati (2020), explained about Implementation the advantage of using Google classroom and in online

learning. Most of these studies use qualitative research methods. The results of the studies mostly show impact the use of virtual learning media for the students.

From the previous studies above, most of the studies focused on impact and effectiveness of blended learning from general aspect. Therefore, this study wants to discuss further blended learning in EFL learning context. This study was conducted to analyze teachers experience on their EFL blended learning, so this study wants to study further by conducting research with the title "**Teachers' Difficulties In Combining Google Classroom And Whatsapp In Teaching English Writing** "

METHODS

This study was guided by qualitative research approach with case study design. This design was chosen to describe the details about the difficulties faced by lecturers in combining Google Classroom and WhatsApp in teaching of English Essay Writing. This selection of this design is in line with Creswell (2007) stating that this case study design is conducted in a real and natural setting, involving multiple source of information (e.g., interviews and audiovisual material). In addition to that, This study was conducted at one of college in Garut with purposive English lecturer as the research participants. Specifically, these lecturers had experience in teaching English writing about 3 years, and always using Google Classroom combines with WhatsApp application.

To collect the data, Semi-structured interview was chosen based on the theory Semi-structured interview functions to allow an interviewer to follow up interesting developments and let the interviewee elaborated on certain issues (Dörnyei, 2007). The data were analyzed by using inductive analysis. The researcher choose inductive analysis to investigate in depth teachers' difficulties in combining GC and WA in teaching of essay writing. The analysis consisting some stages. First, data were recorded. Then, the data were transcribed, categorized, analyzed, and interpreted.

FINDINGS AND DISCUSSION

Findings

This part elaborates findings and discussion of the research about what are difficulties faced by lecturers in combining Google Classroom and WhatsApp. The were conducted with semi-structured interview. The interview carried out in July 2022 with engaging two English Essay writing lecturers. The interview answered the EFL lecturers' difficulties in combining these applications.

There is a main question of the interview that asked The difficulties in combining Google Classroom and WhatsApp in teaching of English Essay Writing. As general findings, there are three difficulties faced by lecturers in according to time management, students' engagement, and technical problems.

Time Management

The lecturers faced some problems in time management wheter they believe that the time is not enough.

“Ya Yang satu misalkan seperti ini guys, Saya memakai whatsapp untuk memberikan informasi mengenai kelas. Misalkan kayak gini Kan kadang google langsung enggak langsung ke lama ya Enggak sih ya makanya fungsinya whatsapp itu itu misalkan gini Saya memberi tahu kelas bahwa pembelajaran sudah dimulai modul pembelajaran sudah diupload di google classroom dan beserta tugasnya maka silahkan untuk mahasiswa agar buka google plusnya dan menjawab Pertanyaan dari tugas itu atau ketika misalkan mau live discussion itu kan bisa dikonsumsi Dalam Diskusi itu kan bisa saya sudah memberikan pertanyaan silahkan tolong dijawab google classroom untuk memberikan tanggapan kalian dan setiap jawaban itu dinilai dan dianggap hadiah dalam belajar, Jadi ketika menggabungkan whatsapp dan google plus itu waktu itu kadang tidak cukup Jadi ngasih informasinya dulu Mengarahkan anak anak agar google classroom seperti itu.” (P -1)

First Participant said that combining Google Classroom and WhatsApp in the learning process sometimes time was not enough. it means that lecturers need more time to be able to convey learning materials properly when combining the two platforms.

Futher, the participant 2 also added about the time management that appeared in these application while teaching English Essay Writing

“it depend in material kalau misalkan saya cuman mengupload kan materinya dan si materi ini misalkan berupa video kemudian saya sudah bicara panjang lebar di video itu well i dont have a problem. Kalau nge posting Gc itu cuma ya interaksinya it takes time!. Anak Anak Itu harus nge review dulu videonya habis gitu komen habis itu saya komenin lagi Habis itu anak komen lagi so its time obviously. Kalau Misalkan melalui video conference I can just like imeditialy ask the student and they can respond imediately and I cant respond back. So, we dont need to type or anything.” (P-2)

While the second participant said that the use of Google Classroom took too long in the learning process so that time ran out only to open or review videos given by lecturers to students. On the

other hand, WhatsApp is only used to convey information and not to explain material. It means that lecturers still need other platforms to minimize the obstacles that occur.

Students' Engagement

The data revealed that one of difficulties in combining Google Classroom and WhatsApp is creating an effective interaction such as students' engagement and the process of teaching while using these applications. It is proven by the lecturer's statement below.

"Kesulitan itu ketika berinteraksi dengan siswa melalui Google classroom atau kalau dari siswa, siswa dari respon respon antusias nya itu aja sih.

Kadang kadang misalkan gini saya ngerti saya udah ngetik panjang gitu ya ke WhatsApp dari baca gitu cuma cuma jawab nih "baik, baik". "Terima kasih pak. terima kasih pak" gitu loh. Nggak sih? Ya gitu. Padahal saya butuh jawaban yang respon, kadang saya sekarang sering mancing mancing kayak gini. Anak anak boleh nanya enggak enggak terus misalkan saya kasih upload video nih dilihat ini viewersnya kok kayak gitu sih?

Rest dari satu dari segi dari segi respon. Kedua itu dari keaktifan. Gitu sih." (P-1)

Aligned with the above transcript, participant 1 remarked that the lecturer had some difficulties such as the teacher was kind of difficult in communicating to the students, or there's no engagement between them.

Furthermore, It is also supported by the other lecturer which has the same statement as above. The transcript of interview displayed below.

"The student respon mostly. kalau di WhatsApp itu kadang anak ini nggak terlalu aktif ya. Jadi kadang dia langsung cek kadang langsung enggak. sama juga di Google classroom ini kadang kan enggak semua aplikasi itu terinstall di handphone nya. kayak misalkan gini kalau saya kasih sesuatu di GC sometime karena the student dont have the application on their phone mereka kayak,"Jadi maksudnya gimana?" Saya udah kasih loh di GC gitu kan "Gak ada" gitu kan. Jadi sometime the students problem the student akses terhadap Si aplikasinya itu sendiri loh. Kadang yang akan jadi permasalahannya itu sih. Terus I think thats the problem. Mungkin kesulitannya itu enggak bisa secara direct dan seleluasa kayak you know like video conference itu. kayaknya enggak bisa seleluasa itu ketika kita memberikan you know pelajaran di WhatsApp and also GC." (p-2)

The problem of combining these applications in this case is the students sometimes asked the same question of it worked so that the lecturer had to answers again. For this case, lecturers and

students need two way communication so that the teaching process can be done so well. Therefore, in terms of interaction the lecturers believe that their difficulties are for making students engaged in the classroom.

Technical Problems

Moreover, lecturers' difficulties in combining Google Classroom and WhatsApp in teaching of English Essay Writing is mostly about their own features or the technical things in it. The following transcript of interview with participant 2 had been chosen to be displayed to represent this problem.

“Oh kesulitannya dalam nah gini Kadang kalau menurut saya kalau dari segi fiturnya. Kalau dari segi fitur Sebenarnya Kalau whatsapp punya fitur video call yang bisa banyak lebih efektif whatsapp. Soalnya kalau kita google classroom itu harus ngelink lagi sama google meet, Ngasih kode lagi gitu loh ya Ribet gitu. kalau misalkan kita pakai google langsung aja kadang kan Mahasiswa itu Ini ngasih tugas terus aja dijelasin enggak gitu kan kayak gitu ya Atau misalkan makanya mereka meminta penjelasan Makanya kalau misalkan fitur whatsapp kesulitannya itu hanya bisa saya bisa Memberikan informasi saja.”(P-2)

Further, the participant 2 also added about the technical problem that appeared in these application while teaching English Essay Writing.

“I think ,Its way more practical kalau misalkan kita bawanya di kasus ketika kita ngasih feedback for example. Kalau kita ngasih feedback di WhatsApp enggak enggak bisa enggak akan tercapai. You know. personally enggak bisa, kecuali saya download dulu saya pindahin ke komputer gitu, saya feedback saya balikin lagi ke WhatsApp. no its..”(P-2)

As explained by participant 2 in the above transcript, the difficulties was about the problem while giving feedback to the students and the lecturer had with its applications.

“Ini yang dulu jadi ketika saya aduh materi namanya lihat ini ada bahkan conversation yang tugas yang bekas bekas ini juga masih ada karena gitu. Kalau terus itu cuma kendalanya tuh gini jadi sampah gitu loh. Ada handphone jadi sampah terlalu banyak. Itu kan thx space dalam dalam untuk langsung juga. Kadang kan kalau misalkan unlimited gak enak. Cuma kalau yang enggak limited jadi lihat di email tuh gitu.”(P-1)

Similarly, Participan 1 also got the same notion with Participant 2 in facing technical problem while using these applications which is stated below.

“it depend in material kalau misalkan saya cuman mengupload kan materinya dan si materi ini misalkan berupa video kemudian saya sudah bicara panjang lebar di video itu well i dont have a problem. Kalau nge posting Gc itu cuma ya interaksinya it takes time!. Anak Anak Itu harus nge review dulu videonya habis gitu komen habis itu saya komenin lagi Habis itu anak komen lagi so its time obviously. Kalau Misalkan melalui video conference I can just like imeditialy ask the student and they can respond imediately and I cant respond back. So, we dont need to type or anything. Jadi tergantung depends of the material. Kalau materinya cuman uploading the video untuk nanti di bahs di kelas kaya sistem flipclassroom I think GC can give me a lot of benefit enought karna bisa ngasih link, bisa ngasih file, tapi jika kita harus menjelaskan dengan sangat detail you know whatever”.(P-1)

As highlited above, the teachers got difficulty to provide the material in case only use one application. Moreover, the students could not discuss the material only in one application, and the notification are delayed to students' mobile which is reflected that Google and WhatsApp could not really help the lecturers in facilitating teacing and learning English process.

Discussion

This section discusses the data having been gathered displayed and analyze in prior. They entailed the EFL teacher's difficulties in combining Google Classroom and WhatsApp in teaching english essay writing. The result shows that there are two main difficulties.

First, the teacher have barriers in managing the time during teaching program. The lecturers felt difficult to explain the subject matter if only through WhatsApp and Google Classroom because time is wasted on typing, opening messages etc. It is different if the explanation of the material is done on other platforms that can facilitate lecturers and students to talk face to face such as zoom. Because, (Hutagalung, Solin, & Surip, 2021) argues that the Zoom Meeting application offers more advantages than other similar educational applications because students and teachers can carry out oral and face-to-face communication such as classroom education. This will help lecturers to be able to convey explanations in detail without any wasted time. The results in this study are also in line with the opinion (Hartanto, 2016) that data technology and telecommunications that are easy to use want to reduce space and time limitations that have been limitations in learning process.

Second, the data about the EFL teacher's difficulties of using Google classroom had some difficulties such as the teacher difficult to develop student's engagement. The data above shows that the interaction between lecturers and students is very low when learning only uses WhatApp and Google Classroom, so it affects children's engagement in learning. This is certainly a problem because one of the indicators of good learning is that there must be a good two-way interaction. It

was similar to the previous study Karsidi (2005:66), "educational interaction is a picture of the two-way active relationship between teacher and student in learning that takes place to increase effectiveness and efficiency in achieving teaching goals." This shows that the interaction of teachers and students in learning is very important. It was similar to the previous study from (Meilani, 2018) which found that the interaction of teachers and students in learning has a positive influence on learning achievement. Behind that, there is another platform that is better used to interact, namely Edmodo. It was similar to the previous study from (Retnoningsih, 2017)"Edmodo it will be easier to monitor student interactions in Edmodo Learning Environment".

Third, lecturers' difficulties in combining Google Classroom and WhatsApp in teaching of English Essay Writing is mostly about their own features or the technical things in it. Specifically, The use of WhatsApp and Google Classroom in learning English essay writing is still not enough because the teacher felt that combining WhatsApp and Google Classroom still remains the problem in conveying the materials since there was no enough future. Therefore, the merger of WhatsApp and Google Classroom as a learning medium is still not enough. To overcome this, it is necessary to add other learning media such as zoom which can increase the interaction between lecturers and students to be even better in order to achieve teaching goals. This finding is related to the research of Kusuma & Hamidah (2020) which found that the learning outcomes of students who used Zoom Meeting were better than those who used WhatsApp groups. This is because learning using Zoom Meeting is easier to understand because the explanation of the material is carried out directly, discussions are more free and responses are fast than using WhatsApp groups. In addition, (Hamidy, 2021) mentioned that the learning outcomes of students who use Zoom Meeting are better than Google Classroom.

CONCLUSION AND SUGGESTION

Conclusion

To conclude, there are three problems identify : a). Time management, b). Student's engagement, c). Technical problem. It means that it still a big homework for academision to manage the online classroom by using some platform. In addision, the most important thing is not the number of applications but how efficient the features are. Especialy how the features can accomodate student's engagement.

Suggestion

Based on the data from the conclusions, there are several suggestions for the use of Google Classroom and Whatsapp as learning media during the Covid-19 pandemic, namely ;

1. Lecturers are expected to not only use 2 platforms if there are still problems.
2. The use of time in online learning is very important, so it is expected that the material provided is in a short, concise, and clear form.

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