A BLENDED LEARNING IN ICT USED FOR IMPROVING ENGLISH LANGUAGE TEACHING

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Abstract

The technology of information and communication (ICT) has evolved in the sector of education. Many elements have dramatically changed exponentially over the past three decades. It can modify and simplify the development of learning activities. Thus, Google Classroom will provide a blended learning platform in the education aspect. Google Classroom provides various things simpler for teachers to conduct learning practices effectively and efficiently, not the expected learning just in class, but even outside the classroom. It is revolutionizing schooling, thus the combination of mixed-method learning is also needed by each school. The advent of blended is among the most significant outcomes of the revolution. Learning which incorporates the essence of face-to-face and ICT use is needed in the era of 4.0. This article discusses existing theories, and empirical evidence relating to the essence of blended learning and Google Classroom in ELT. This research is used to create teachers' broad mind widely to the use of Google Classroom as the blended course in English Language Teaching.

Keywords: Technology, Information, Communication, English, Classroom

INTRODUCTION

ICT (Internet Computer Technology) technologies are progressing the range of workable options that can enhance inputs for teaching, learning methods, and results Pardede, (2012). ICT now provides abundant connectivity to internet access devices to create and distribute audio-visual, multimedia, discussions, and materials learning and teaching improvement. Technology for media and communications has made it possible for students to learn anytime and anywhere details. Since online learning is maintainable, the network provides students with accessible English language information. Besides, Rombe (2014) also emphasized that it was teaching and successful learning using technology will contribute to greater academic achievement.

In the teaching and learning systems, the introduction of ICT has opened up the road to modern and creative teaching and learning approaches. One of the most common strategies is called blended learning. This strategy is often referred to as hybrid learning which most often involves face-to-face training with asynchronous and synchronous computer technology. It has attracted many researchers and educators because of its great potential to leverage the best benefits of face-to-face learning and ICT in learning activities (Pardede, 2012). According to Thorne (2003), blended learning is one of the essential education improvements because it can develop students' learning practices by improving students' abilities. Therefore, blended learning can make students get involved in the process of acquiring knowledge.

It is predicted that today's teachers will foster a better learning environment both inside and outside beyond the school. Just like the world is accompanied by digital technology, youngsters today are part of a digital community where they are the regular use of cell phones, laptops, and tablets. Since the appliances are rising day by day, adding technology in the field of education is a must (Islam, 2018). Teachers and parents are very, very critical anxious about this generation of touch screens. Google views this matter in 2014 for the introduction of a technology-based platform of learning in which these gadgets are used. It is possible to teach a caring young generation by using a computer with joyful.

Since the Google Classroom is an app-based and web-friendly online learning programmed. A lot of scientists have managed to track the platform possibilities and threats of the Google classroom in conditions for teaching and studying different subjects. Besides, it provides various disciplines such as; science, social sciences, studies, businesses, and so on (Islam, 2018). Ang, Embi, and Yunus (2017) mentioned Google Classroom is making teaching more efficient and meaningful by performing tasks effectively. It is fitted with different features that allow the teacher to be more efficiently manage the class through Google Mails, Google Docs, Google Drive, Google Slides, and Google Slides, more recently

The goal of this article is to expand and improve our understanding of Google Classroom as blended learning. Present theories, methods, and empirical knowledge about the Google classroom as blended learning derived from emerging literature are examined to achieve the objective. Present concepts, activities, and research results on the application of Google Classroom as blended learning were the subject of discussion. Thus, it will enrich the creative concepts for the application of ELT (English Language Teaching).

METHOD

This study used descriptive qualitative using library research approach. Qualitative research result data in the form of notes or descriptive data in the online text investigated. The data obtained dominantly focused on blended learning, English Teaching of Blended Learning, Blended learning advantages, Google classroom, Google Classroom Use for Teaching English, and benefits of Goggle Classroom. Each collected data were analyzed descriptively and interpreted systematically.

RESULTS AND DISCUSSION

Results

Blended Learning

In reality, various ideas have been applied to e-learning. It is for that reason that it is identified with different words, such as computer-based, technology-based learning training, and computer-based training thus, various training courses are established defilements. Collis, De, and Boer, 2006) agreed that computer technology produces the experience of learning. According to Pardede (2012) E-learning enables learners to freely access, create, plan, and coordinate by using knowledge and communication to build and create interaction technology. The concept of blended learning by Kahyalar (2016) described that blended learning can maximize the program's learning outcome and expense. Besides, blended learning is a combination of online and face-to-face (Simpson, 2016). Thus is defined a mixture of face-to-face and Computer Assisted Learning (CAL) in a single setting for teaching and learning.

The underlying theory of blended learning is that face-to-face learning is verbal communication and nonverbal texts online are completely integrated, such as the qualities of each are combined into a specific learning opportunity consistent with the sense and expected educational goals (Garrison, D. R., & Vaughan, 2008). Here is Table 1 as the information about the type proportion of online courses.

Table 1: Type of Courses
Allen, Seaman, and Garrett, 2007

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used—content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course, which uses Web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or Web pages to post the syllabus and assignments, for example.
30 to 79%	Blended	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to face meetings.
≥ 80%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Blended learning incorporates face-to-face systems and technology focused on the Internet. But any program that involves such two components can be called blended learning. According to Allen et al., (2007), referred to as blended learning into 30% of the content of a course that should be delivered by it. In explaining the typical course, they presented the table above to categorizations and the quantities of the various learning and online learning elements environments for instruction.

English Teaching of Blended Learning
As all blended learning has created many advantages for education. It must be very possible to develop grammar, to discover possibilities and tuition in education. Tape recorders and videos are two technologies devices that apply different forms of ICT to studying and teaching foreign languages. They might include language teachers to maximize their face-to-face instruction online course since last generations (Pardede, 2012). The advent of ICT has created tremendous incentives for student's implementation of new teaching opportunities and instruments. The implementation of Computer Assisted Language Learning regarded as (CALL). Thus, it is the basic ELT as a blended learning method since it combined data and knowledge. Applications in computer technology and face-to-face teaching and learning for English teachers could get a broad range of teaching resources and materials through the internet. Pardede (2012) also said it fulfills the demand for their particular circumstances of teaching. These include audiotapes with corresponding workbooks, student worksheets, and separate worksheets teleconferencing and asynchronous or synchronous of the CALL program. Some of them are planned to teach general education of English, while others are intended to teach English skills, English for particular purposes, and preparation for TOEFL. The assemblage of ICT s mentioned above, face-to-face learning will enrich the learning resources and broaden the reach of communication between the student-teacher and the student-student interaction of digital activities that focuses

on computers. It also expands, at the same moment from face-to-face contact to communication that the means of communication via electronic.

According to Thinh (2016), communication could be possible after a face-to-face meeting in the classroom. Via Internet lead teachers and students may also have conferences using online school, where they have lessons without becoming present physically in the schoolroom. Besides, different devices can be used such as; chat, forum, and Skype facilitate contact online. Communication should be carried out synchronously (through text) or asynchronously (face to face). Forum discussion online allows teachers and students to communicate using various conversation types in a relationship. The asynchronous forums have environments where reluctant participants to gain more. These certain degree forums also provide learners with a less challenging atmosphere of preparation for the chosen language. Therefore, every student will be interested in the process of learning.

Additionally, since the meetings are asynchronous giving participants the opportunity to ponder on their discussions. The ideas for more reading study and more knowledgeable the learners are offered a platform to study and exercise beyond the classroom. Thus, it aims language and thereby increases communication hours. Structuralism assumes that individuals produce new experiences and understand most successfully via social interaction and knowledge sharing for others (Thinh, 2016). Eventually, the instructor can plan and construct assessments and evaluations which may also be described and suggest automatically to the right responses. Possibility of the input on the work of a student, the instructor, and peers will be able to get more guidance and assistance for learning. Furthermore, the collaborative sessions will also allow each student to be autonomous and collaborative.

According to Marsh (2012) nine features of blended language learning offers a greater number of strengths such as; (1) individually tailored awareness of learning, (2) offers more guidance and assistance for the learning, (3) facilitates and promotes autonomous and interactive learning, (4) improves learning participation of students, (5) incorporates a range of modes of learning, (6) offers a place beyond the classroom to learn the target language, (7) offers the language skills with a less challenging practice setting, (8) provides the versatile capability of studies anytime, anywhere, to fulfill the demands of learners, (9) enables students to improve critical and useful learning abilities of the twenty-first century.

Blended learning advantages
As blended learning brings the best of face-to-face learning and computer-mediated instruction offers many advantages. C.BonCurtis J. Bonk, Charles R. Grahamk (2013) described six advantages of blended learning such as; first, integrated learning that presents the richness of pedagogy, second, blended learning brings new exposure to comprehension, third, blended learning promotes engagement with society, fourth, blended learning as, the personal organization facilitates, fifth, blended learning provides cost-effectiveness and a chance to reach a large, internationally distributed audience in a brief amount of time. During the practical point, travel costs can be spent by transferring part of face-to-face learning to blended learning. The cost of transferring some of the media-rich material to face-to-face learning has been reduced. Thus, it is possible to minimize material production and construction wiring. Eventually, the ease of revision is given by learning.

Concerning these six dimensions, the findings of analysis give the results of other successive advantages introduction of blended learning. Firstly, blended learning enables teaching to carry on when schools finish (Ang et al., 2017), secondly, students get to be productive learners.

Thus, they should express their needs and desires according to their concerns to become more competitive teachers (Nazara, Wardaningsih, & Fita, 2019), thirdly, blended learning is capable of relieving the detrimental influence of cheaply maintained, high-quality online programs sessions guided by the teacher (Atef & Medhat, 2015).

In reality, blended learning benefits students to communicate not only directly in the classroom, but also outside the classroom through the internet connection. Discussions are either offline in the classroom and outside of school learning sessions can be conducted both between student-teachers and among the students themselves (Zainuddin & Keumala, 2018). The learners' public relations in the field of learning using technology media are more powerful than traditional classrooms. Using creativity, students tend to communicate physically only in the classroom and outside of study hours with experiences. The technology is incorporated into the student's social interaction. Thus, The Hybrid Class has developed interactive teaching and learning (Missildine, Fountain, Summers, & Gosselin, 2013). Besides, according to McLaughlin et al., (2013) students are willing to enhance the communication with other students and teachers outside of the class since operations are not confined to the classroom itself but anywhere.

Zainuddin and Keumala (2018) mentioned that blended learning has developed the activities of teaching and learning from Teacher-cantered to learner-centered. Students also have more possibilities to grow and concern the views on addressing current issues. Blended learning is an essential actual choice for overcoming face-to-face limitations methods and learning online. The instructor can handle and monitor the learning outside the classroom. Teachers may also be requested for students to study the subject before arriving at the class. By scheduling work projects, notes, and queries, to class. In the Hybrid class, the learning tasks can be implemented in a versatile and non-rigid way. Teachers should improve learning depending on the need for learners to be as imaginative as possible. Thus, learning should perform effectively and enjoyably. Zainuddin and Keumala (2018) noted that this learning activity would also create the obligation of teachers not just in the classroom but also outside the classroom for learners. Teachers have more than enough time to provide input outside the lesson sessions on student progress, and also can inspire lessons in a long time before the class.

Google Classroom

Mafa (2018) said the learners allow regular use of laptop computers or handheld device tablets as part of the school curriculum for the class, and most of those computer technology devices go home with the learners at the end of the day at school. In Indonesia learning is almost similar. Besides, it will be quite beneficial to teachers as well as learners. Google Classroom is also an online course environment network that supports all blended learning inside the classroom and beyond. Google Classroom is essentially online support for teaching and learning. This simplifies the way of transferring and receiving in a paperless way and grading tests. Besides, this enables both teachers and students to interact well enough in collaborating the learning and teaching outside the classroom (Islam, 2018).

More professional, Google Classroom provides the actual technologies that can be used in learning environmental coverage as a Google app. One can build and participate in Google if students and teachers have a Gmail account. Build the task of Google Class is quite simple. The creation of the class is basic, and then the instructor will have the class code for the class. Thus, learners can directly use the code by using the code. After that, the teacher creates a note, gives the task, checking the assignment, or even sending e-mails to the students.

Google is provided with Google Doc, Dive, Calendar, and other types that can be associated with Google Classroom for more immersive learning and teaching. For the purpose, Google Calendar can be used outside the school with complete historical detail dates and activities. Besides, Google Forms is capable of being used for peer-grading evaluation. Learners can construct new learning experiences objectives by seeing the participants in the classroom. It is generated based on value, level of reading, willingness, or other teaching and learning factors as well as for class discussions and projects. Document on Google is used for paper sharing and communication work on ideas for publishing. The teacher is also able to contact or invite another student in Google Classroom by video chat. There's a timeline in Google Classroom that is designed. It occurs whenever anyone logs in to the class. Furthermore, either students or teachers will build files and documents which can be exchanged with each other. If the students work in a team, they will build and share the folder. Then, the work of the group will be opened to each other part, even if there is one or more absent.

Google Classroom Use for Teaching English
More or less understanding the fundamental of English language skills are listening, reading, writing, and speaking. Finally, Google Classroom can be a tool to support the learning of these four English skills. The actual activities and tasks that can be conducted in teaching English skills (Islam, 2018). In listening, students may be given different kinds of listening for audio practice together with a practice sheet that is accessible on the internet. To do a bit of listening positively intriguing and engaging students can use English songs or interesting songs with clips for movies. Then, teachers have to acquire proficiency in English questions about the song's lyrics then the students may be asked to answer those questions from the listening songs or video images. In speaking, videos of well-known people also can be posted in public for their practicality. They're going to be asked to create a video over their own where each one is asked to speak a common topic. Also, they can be required to deliver short documentaries or films in English about fascinating and recent problems. Besides, they are willing to create strengthened communicative skills. In reading, there are large sequences for the practice of reading. Students who read can be given to students' text with several selections or add in the gaps questions. Therefore, it will allow the students to enhance the competence of the reading process. Besides, it can attribute storybooks to students. After reading the book, they have to apply the review of a book. Thus, this is one of the assignments related to the four English language skills that can be integrated into Google Classroom. Finally, in writing, students can develop the English language through writing skills. Students will be required to write something on some theme that is focused on the knowledge background. It is required to post in Google's task section classroom where only the trainer can see and read the students' uploading submission, and the instructor can also give the students feedback.

Benefits of Goggle Classroom
Mafa (2018) mentioned the benefits of using Google Classroom to support learning activities. Some benefits are classified into some aspects such as; (1) classroom management, Google Classroom empowers educators' obligation to build and submit simple materials content for students. The material may be in the type of files, images, audio, archives attachments, and photographs. It also offers a discussion forum where learners can communicate with each other easily. It encourages other functions, such as alerts, next assignment, timelines, and responses. Thus, students are in a position to handle their effective leadership, (2) Flexibility, All can be obtained by students and teachers from Google Classroom. The features types can be gadgets, such as personal gadgets, PC or mobile. Utilizing Google Classroom is easy. That is embedded with a Gmail account that can integrate anything to it, (3) Safety and security, students should register for the class by attempting to enter the coding of the class or based on the offer from

the teacher via e-mail. It defines the limitation just people and no invaders, groups or classes or unapproved available, (4) Promote collaboration, Students have access to others on the discourse board that encourages to have stronger cooperation with them. They can review the assignment or project online. Besides, the instructor can engage parents or representatives of students to participate in a class. It implies, they mean, they're the progress of their children can be monitored at any moment. Thus, students can get quickly notified of any news or questions elsewhere in the curriculum class.

Disscussions

The combination of learning English as a foreign language is not simple, thus each teachers and students should create appropriate learning methods. In terms of learning which divided into direct and indirect learning are not familiar in the field of education. Unfortunately, those two kinds of blended learning are still not be implemented simultaneously. Most teachers can not combine those blended learning instead only use one of them. Therefore, the use of ICT in supporting learning and teaching are really needed in the field of education because it provides various advantages. In additions, teachers and students should open their mind to keep starting the implementation of blended learning especially by using goole classroom.

CONCLUSION

Many EFL (English Foreign Language) teachers would accept that because of the time limit they have in the classroom, students do not have chances to implement the skills and language features that they have just learned in diverse and varied contexts. Blended teaching methods could also address that issue significantly. To involve the learners in communicative language practice styles with cooperative learning and collaborative learning independently may be used. Furthermore, the incorporation of the online aspect in blended learning also makes it possible to use foreign English in real media systems (through forums, chats, emails, etc.) and offers real learning content to students. Besides, this study enhances previous Google Classroom analyses in education and allows us to learn about that in the education sector. Besides, it is effective in helping teachers and students use a blended learning approach in the learning process.

ACKNOWLEDGMENTS

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