

TECHNOLOGY-ENHANCED LANGUAGE TEACHING :

CURRENT RESEARCH AND BEST PRACTICES

Soegijapranata Catholic University

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Technology-Enhanced Language Teaching: Current Research and Best Practices

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FOREWORD

Existent literature on the role of digital technologies has suggested that technologies have transformed teaching strategies, teaching material deliveries, classroom interactions, and student engagement. Changing student demography and characteristics has partly influenced the extent to which digital technology is used in today's classrooms.

Indonesian government has anticipated this changing paradigm in higher education by setting up SPADA (*Sistem Pembelajaran Daring Indonesia*), a nationally-owned online learning platform. The government has also enforced some policies regarding online learning and the use of technologies for classrooms in higher education institutions. The Ministry of Research, Technology, and Higher Education even provides incentives and grants for innovative adoption of technology in the classrooms for departments in Indonesian higher education. Nowadays, it is increasingly more common to see teachers use blended learning, massive open online courses (MOOCs), and real-time online student evaluation. We have seen evidence where teaching and learning have extended beyond classroom walls. These approaches, while seemingly attractive, have their own downsides and advantages.

This book is written to provide insights for readers who are interested in the use of digital technologies in classrooms, particularly, language classrooms. Ten articles on technology and language research and best practices are compiled in this book to inform readers the current research and best practices on technology-enhanced language teaching and learning. This book is divided into four parts. The first part will discuss how social media is used to enhance the teaching and learning process. The second part focuses on Mobile Learning, particularly, how students perceive mobile learning and how

smartphones can benefit students. The articles in the third part discuss the possibilities of using Google applications in language classrooms. The last part of the book contains articles on the evaluation of e-learning.

This book is written as a part of the research grant awarded to by the Ministry of Research, Technology, and Higher Education. This book will be used as reference for students in the Faculty of Language and Arts, especially those in courses related to the use of digital technologies. This book will hopefully can contribute to the professional development of teachers and students in language classrooms.

Editors

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Part I Social Media for Learning

AN ANALYSIS OF A COLLABORATIVE DIGITAL STORYTELLING FOR LANGUAGE LEARNING

Cecilia Titiek Murniati

AN ANALYSIS OF A COLLABORATIVE DIGITAL STORYTELLING FOR LANGUAGE LEARNING

Cecilia Titiek Murniati

Introduction

Digital technology has provided various means for teachers and students to employ a range of modes to describe a concept or a phenomenon. Models, simulations, storytelling, and games can be delivered by the means of technology to make concepts or phenomena more interesting. Digital images, texts, and audio can be integrated and presented in a template or platform.

Digital storytelling is defined as ‘the social practice of telling stories’ which is done by means of digital technology (Meadows, 2003). Digital storytelling can be expressed in numerous terms such as computer-based narratives, digital essays, and interactive storytelling. Digital storytelling commonly employs the combination of texts, images, recorded audio narration, video or music clips (Robin, 2018). Digital Storytelling Association (2002) explains that storytelling has long existed in the history of mankind. Storytelling has been used to share knowledge, wisdom, knowledge, norms, and values. In the past, storytelling practice in some societies is done orally. Today, digital technology has made storytelling more enjoyable and real since it employs multimodality.

Studies on the impact of digital storytelling on student learning showed that digital storytelling, while may not have direct relationship with academic achievement, is a powerful tool to increase student engagement and cognitive development. Digital storytelling is an excellent tool to integrate course content with learning activities to create more engaging class atmosphere. Creating stories digitally allows learners to practice language in an expressive manner. Students are able to focus less on grammar and technology and more on creating compelling stories (Castaneda, 2013). Some studies also found that digital storytelling improves cognitive development, self-authoring, and identity construction (Davis, 2004; Sadik, 2008).

This study examined collaborative digital storytelling to learn a language. To date, many studies on digital storytelling have focused on individual project. Therefore, this study aims to bridge the gap by emphasizing collaborative projects on digital storytelling.

Literature Review

Digital Storytelling

Digital storytelling can be an appropriate tool to increase student engagement and participation in the classroom. Robin (2008) defined digital storytelling as a tool that

“... allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting research, writing a script, and developing an interesting story. This material is then combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music so that it can be played on a computer, uploaded on a web site, or burned on a DVD.”

In the past, digital storytelling made use of camera, video, and audio capture devices. Nowadays, the advancement of technology has made it a lot easier and cheaper for students to create stories using the Internet and mobile devices.

The Influence of Digital Storytelling on Learning

In this proposed study, the word storytelling is understood as a medium popular culture that relies on illustrations or images created from panel to panel where each panel has almost identical images, so that will create an image movement when projected. The purpose of storytelling is to facilitate students in understanding, learning, memory, communication and the conclusion of a thing. Findings from Tversky, Morrison, and Betrancourt (2002, p 248) stated that, "The assumption is that graphics can facilitate comprehension, learning, memory, communication and inference "is evidence of the influence of good storytelling products on student learning. Subroto (2005, p.

25) support the above statement by arguing that students would rather see the movie broadcast rather than learning. In the context of learning, Jolly (2003, p.1) says that the use of images as a way of conveying information will improve understanding and the absorbency of something already read. Rieber (1990) also argues that the film storytelling can be an attraction for human strength to master forms media that rely on the skills to visualize.

The literature on teaching English for learners says that teachers should use teaching media that can stimulate imagination and attracts children's attention. One of the media that can be used is the form of a story like that described above. Actually, a story, whether pictorial or not, can be judged enrich the imagination of students and can attract students' attention. However, there is understanding that if a comic can be processed into an animated film then the student will more interested to pay attention to the film as a medium of learning. There technology makes students early enough to be familiar with multimodality, ie perform activities that use images, video, audio, and other media inside the same time. Therefore the storytelling uses some multimodal features then this feature is expected to be able to motivate students to be more interested in the activities learning. In addition, there is an opinion that compared to textbooks, technology multimedia like this animated film can make students more enthusiastic and more like learning activities. In addition, animated picture stories according to Gjedde (2015) will also prepare students to have cognitive skills better in making an understanding or "meaning-making" (page 3). In Another study, Surrah & Mohamed (2015) says students are using a combination images and texts learn more than students who only use text. When a person uses images, actions, and dialogues to understand something, they will better understand the meaning of a word (Gee 2004).

Methodology

Method of data collection and analysis

Data collection

Population and Sample

The population of this study will be freshmen in a private university in Semarang. The participants will be selected based on convenient sampling.

Instruments

This study is quantitative study. The main instruments in this study were questionnaires. The questionnaire consists of three parts. The first part of the questionnaire was used to capture the demography of the participants. It has three question items. The second part of the questionnaire was used to find out participants technology literacy and technology comfort level. It consists of two items. The last part of the questionnaire was used to elicit information about students' perception of the software and their experience in creating digital stories. This part has 28 question items.

Applications overview.

This study focuses on students' attitude towards digital storytelling for English learning. The web-based applications to use in this study will be web-based *Make Beliefs Comix* and *Toon Doo*. The writer will use these two platforms to explore students' experiences in using these two platforms to create stories digitally.

a. **Make Beliefs Comix**

Make Beliefs Comix is an online tool that people can use to create comic strips easily. This online tool is easy to use and is very user friendly. Make Beliefs Comix has a lot of options for characters, backgrounds, and many other features that make it easier for anyone to create stories individually or collaboratively. The comic strips that are created can be shared.

b. **Toon Doo**

ToonDoo is a great, comic-creating tool that people can use. In Toon Doo, users can create digital books or comic strips. Like Make Beliefs Comix, Toon Doo has rich options for characters, backgrounds, and other features. Users can choose page layout, characters, poses, and facial expressions that suit their stories. In Toon Doo, students can publish their stories online publicly or privately.

Procedure

In this study, participants were taught to create digital storytelling through a workshop. The writer taught the elements of storytelling and the steps to create storyboards. Next, she let students create stories in groups of three. Students had to make stories based on topics given and free topics. After students create their stories, they were given questionnaires to capture students' attitudes towards digital storytelling.

Data analysis

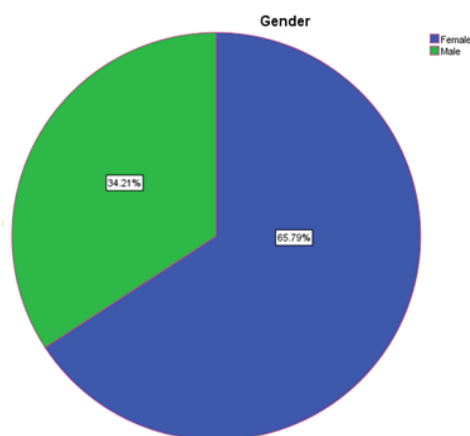
The data collected were analyzed using SPSS to examine the means and the standard deviation (descriptive statistics). The questionnaires used Likert Scale to examine student's attitude towards digital storytelling. The scales used were scored 1 to 4 ranging from the least favorable response to most favorable responses.

Findings and Discussion

This quantitative study intends to find out the best applications for collaborative digital storytelling and students' attitudes towards the collaborative digital storytelling. The questionnaire was the instruments that the writer used to collect data to address the above research questions.

Participants' backgrounds

The participants of this study were students in the Faculty of Language and Arts who took Structure 2 class. The participation in this study was voluntary. 38 out of 65 students filled out the online questionnaire.

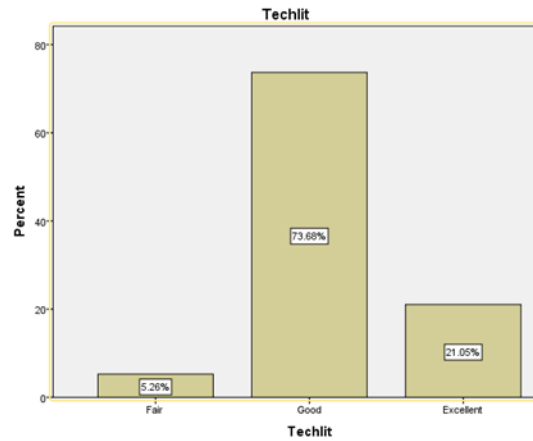


Out of the 38 participants, 25 students were female, while the rest was male students.

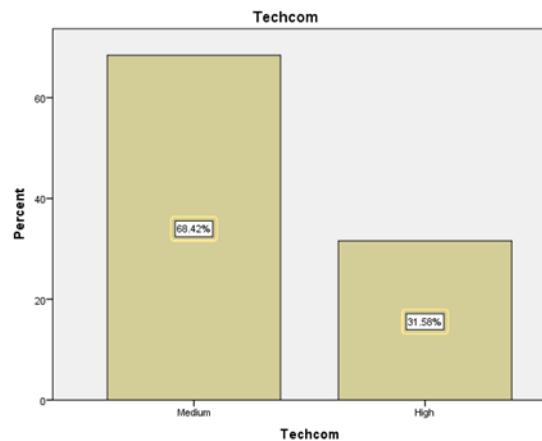
Technology literacy and comfort level

In the second part of the questionnaire, the writer was interested in finding out students' technology literacy and comfort level. In this part, students were asked to self-assess their technology literacy and how comfortable they are in using technology in their daily lives.

The data collected from the questionnaire showed the participants believed they are technologically literate person. Almost two thirds of the participants (73%) were of the opinion that they had good technology literacy. This means that they have the capability to effectively use technology to access, assess, integrate, create and communicate information to enhance the learning process through problem-solving and critical thinking. One fifth of the participants said they had excellent technology literacy.



For comfort level with technology, more than half of them (68%) said they had medium level of comfort with technology. The rest of the participants had a high level of comfort.

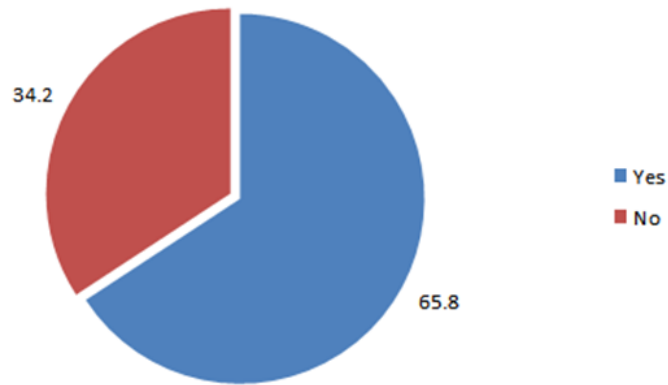


Attitude towards digital storytelling

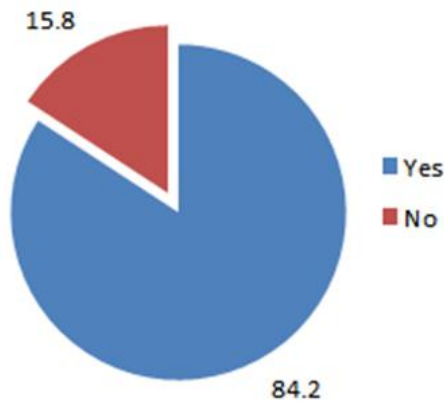
The last part of the questionnaire consisted of question items designed to find out students' attitude towards collaborative digital storytelling project. As explained in Chapter 3, the desktop-based applications used in this study were Makebeliefscomics and ToonDoo. Questions 1 - 3 explored students' familiarity with digital storyboard and which tools they preferred. For questions 1 and 2

students were required to choose Yes or No, whereas in question 3, students had to choose one tool that they preferred.

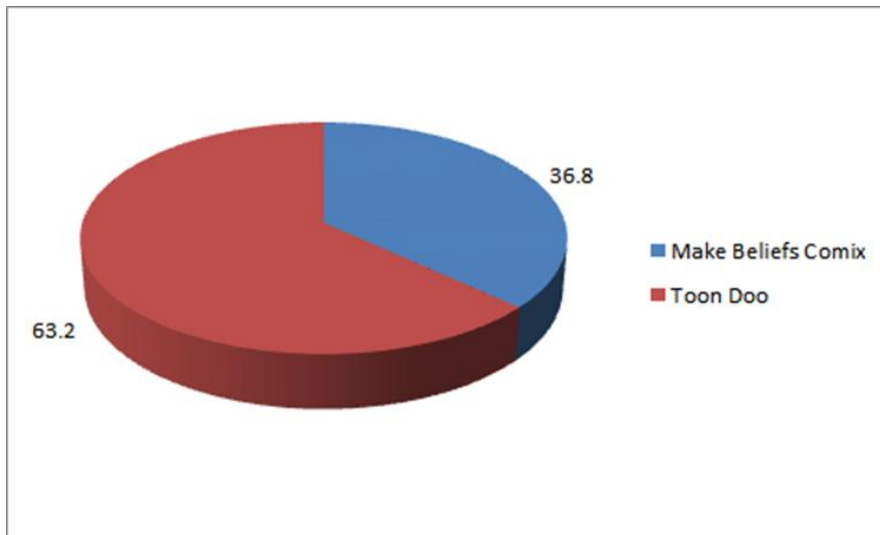
Question item 1 “Are you familiar with digital storytelling?”
For question item 1, more than half of the respondents (65.8%) reported that they were familiar with digital storytelling whereas 34.2 % said they were not familiar with it.



For question item 2, students were asked whether they have ever created stories using digital technologies. From the data collected, 84.2% of the respondents have ever created stories using digital technologies. The rest of the respondents, 15.8% said they haven't created stories with digital technologies, yet.



Question item 3 asked which tool students preferred in creating their stories. Two thirds of the students reported that they like ToonDoo, while the rest (36.8%) liked Make Beliefs Comix better.



Question 4 was designed to find out students' interest in creating stories with the digital tools. From the findings, we can see that students were interested in creating stories with digital tools. Out of 39 respondents, 28 students agreed with the statement, 5 students said they strongly agree with the statement and 5 other students said that they were not interested in creating digital storytelling.

When asked whether creating digital storytelling made them happy, more than half of the participants (33 students) agreed that they were happy because they could create stories using digital tools. 3 participants disagreed and only one strongly disagree with the statement.

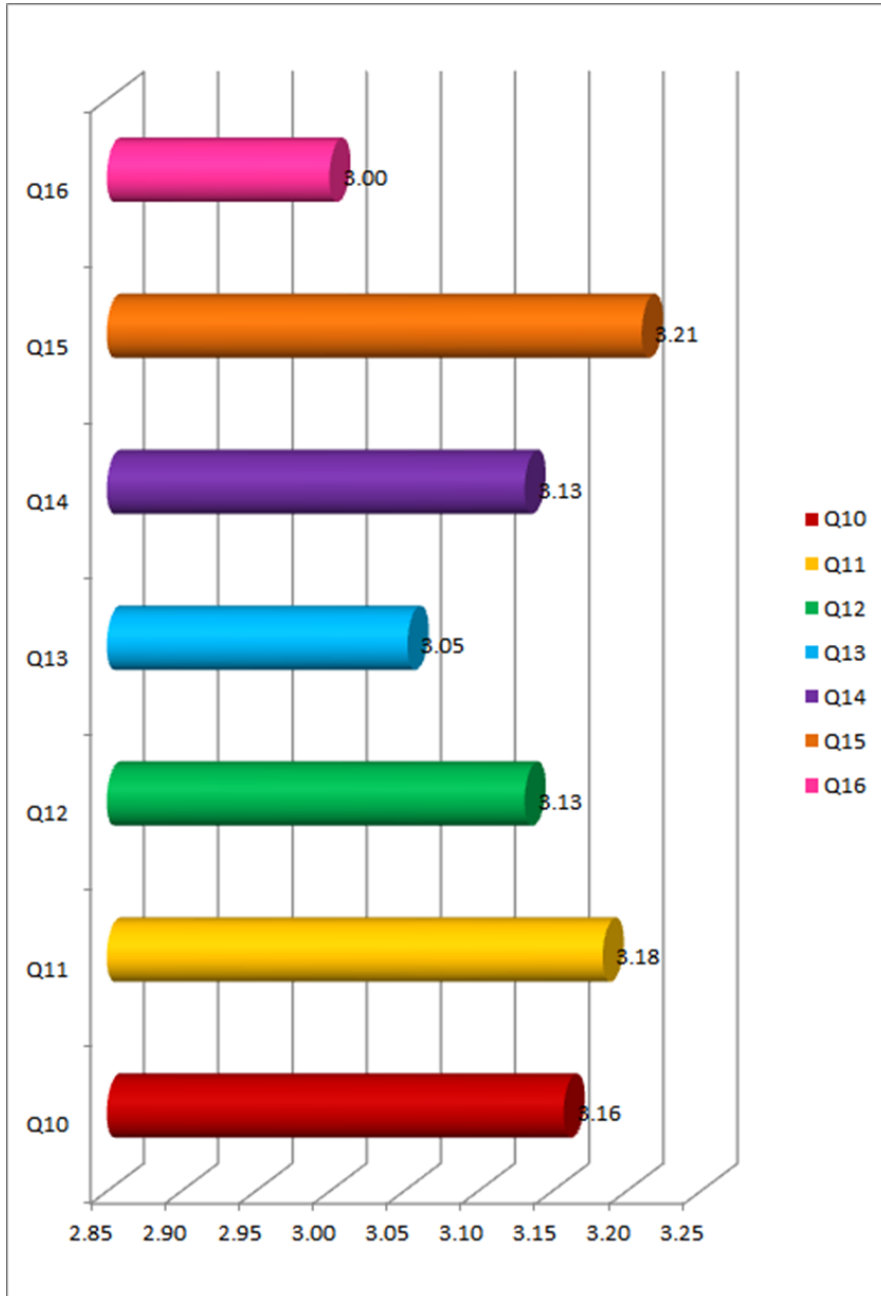
Statements 6, 7, and 9 were related to language skills. In these questions, the writer would like to find out whether students were able to apply their language skills through digital storytelling. Out of the three questions, statement 6 had the highest mean score (3.24). This means that many students agreed that creating digital storytelling help them practice their writing skill. The respondents also said that digital

storytelling allowed them to practice their grammar. This statement had favorable responses. The mean score for this statement was 3.18. They further said they had to pay attention to the grammar rules when they created their story (Statement 9). The mean score of this statement was slightly lower than that of Statements 6 and 7.

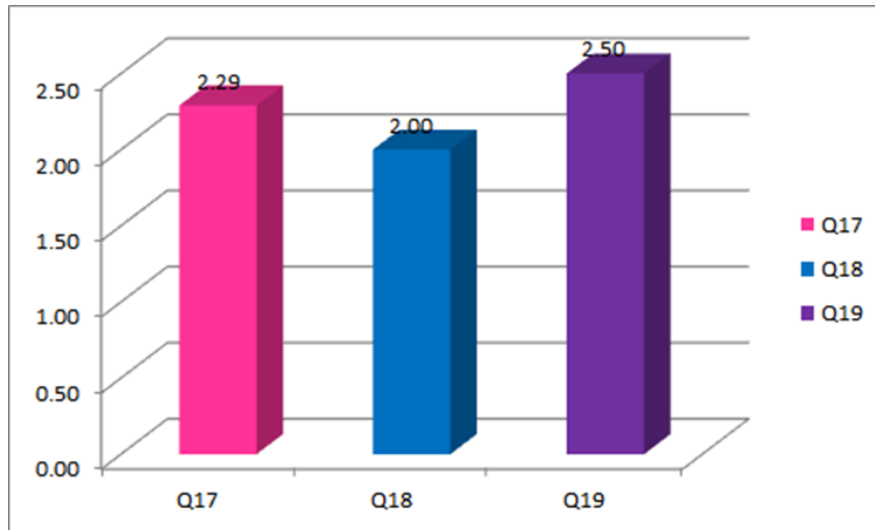
Statements 8 and 10 were intended to elicit students' attitude regarding the project. For statement 8, the participants of this study mostly agreed (97.4%) that one of the strengths of the digital storytelling project was the fact that they were able to show their creativity. The mean score of this statement was 3.37. When asked whether the project was challenging, many students expressed that creating stories using digital tools was challenging. The mean score of statement 10 was 3.16.

Statements 10 - 16 were designed to obtain information about the collaborative nature of the project. In this project, students were asked to work in groups of three. As shown in the next figure, Out of the 7 statements, statement 15 (Working collaboratively help the group create better stories) had the highest mean (3.21). The next statement that had slightly lower mean score than statement 15 was Statement 11 (All team members are engaged in creating a story). The mean score of that statement was 3.18. This means that creating stories through digital tools allowed students to work together. Students reported that every one in the group were willing to contribute their ideas in creating stories (statement 14). From the findings, we can also find that even though students work together well, each member had different workload. The mean score of Statement 3 (Team members have similar workload) was 3.05. Even though the response was still favorable, we can infer that not all members have equal workload. The statement that had the lowest mean score was Statement 16 (Schedule conflicts make it difficult for all team members to meet). For this statement, the mean score was 3. This digital storytelling project was designed to be completed as an out of class project. The students agreed that schedule conflict was one of the challenges that they encounter in order to complete the project. Since this project had to be done in groups, students had to

arrange their time to meet out of class. The findings suggest that schedule conflict made it difficult for them to meet.

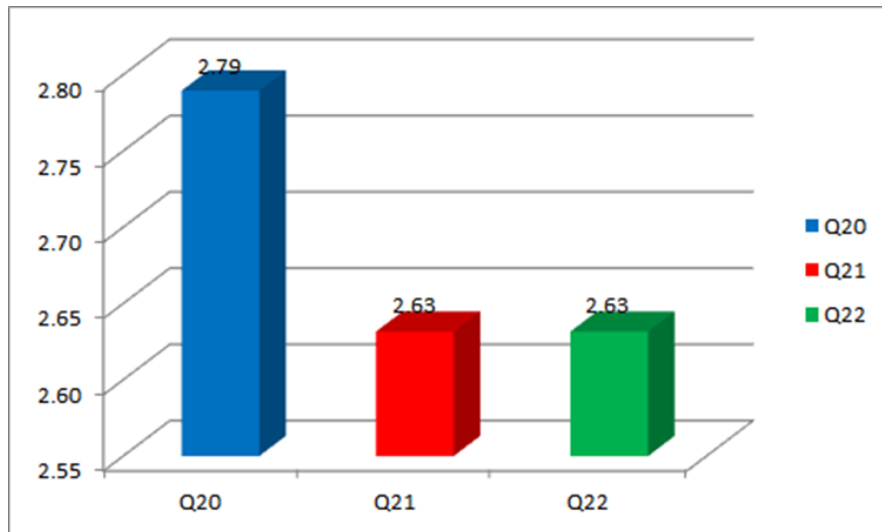


From Statements 17 - 19, the writer would like to find out students' challenges in creating the stories.



In Statement 17 (It took me a long time to finish a digital story), we can see from the figure above that student mostly disagree that they spent a lot of time to finish the story ($m=2.29$). They did not agree that it took them a lot of efforts to create a story using digital tools. This is shown in the mean score of Statement 18 ($m=2$). From this finding, we can infer that students did not need a lot of time, nor did they spend a lot of effort. Most students also reported that technology was not a challenge for them. The mean score of Statement 19 was 2.50. This implies that they have enough technology competence to complete their digital storytelling project.

Statements 20 - 22 were designed to find out the strengths of Make Beliefs Comix. From the findings, we can see that the highest mean score (2.79) was for Statement 20 (Make Beliefs Comix is easy to use).



Most students (63%) agreed that the tool is easy to use. 11 students disagreed with the statement. Half of the participants in this study also liked the tools because it has interesting choices of characters and backgrounds for them to create stories (Statements 21 and 22).

Compared with Make Beliefs Comix, students said that Toon Doo, another digital tool to create stories, were better for them (Statements 23 and 24). Almost 90% students said that the Toon Doo was easier to use. In addition, it has better choices of characters. 83% of the students agreed that it has more varied options of characters they can use for their stories.

However, when they were asked whether Make Beliefs Comix was easier to use, the responses were almost similar, although more students (52.7%) would agree that it was easier to use. Many of them (71%) liked Toon Doo because it allowed them to create either books or comics.

The last statement was designed to find out whether they are interested in creating stories using digital tools. Most respondents

agreed (63%) and strongly agreed (13.2%) with the statement. This means that these two digital tools had a lot of potential to be explored.

Conclusions and Suggestions

Conclusions

This study aims to find out the best online tools to create digital stories and students' attitude regarding digital storytelling project. The findings suggest:

1. Toon Doo was viewed as a better platform for digital storytelling since it allows students to create either books or comics
2. Students viewed collaborative digital storytelling as useful for them to practice their grammatical rules and writing skills.
3. Through the collaborative digital storytelling project, students can showcase their creativity.
4. The collaborative nature of the project enable each member to share tasks and responsibilities to create a story.

Suggestions

This study is quantitative in nature. The data collected cannot capture how students actually worked together and what kind of features they liked from these two online forms. The next research should focus on the qualitative method.

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Part II Google Applications for Learning

THE USE OF GOOGLE CLASSROOM IN TEACHING COMMERCIAL CORRESPONDENCE TO THE ENGLISH DIPLOMA III STUDENTS'

Novita Al Ihyak Dieni

THE USE OF GOOGLE CLASSROOM IN TEACHING COMMERCIAL CORRESPONDENCE TO THE ENGLISH DIPLOMA III STUDENTS'

Novita Al Ihyak Dieni

Introduction

Correspondence, whether it is by letter, fax, or email, is a key aspect of the world of commerce and business. It reflects on the competence and professionalism of the person who has written it and the company who he or she works for. Thus, effective correspondence is an important part of running an efficient business, and can promote good relations. Unclear or confusing correspondence can cause many problems, and can lead to misunderstandings, delays, and business, and poor relations between individuals, departments, and companies. Therefore, writing skills, what is written and that it is expressed, should be as much a part in a business education as accountancy or economics.

But in the real condition, the students' writing skill is low. Most of them are unable to fulfill those requirements. This condition appeared in several indicators. Based on the observation data, I found that the students have some difficulties in writing. They have difficulties on: (1) expressing their idea in writing; (2) using formal language; and (3) mastering the vocabulary.

This research was done in Language and Culture Faculty of 17 Agustus 1945 Semarang University. It is located on Seteran Dalam Street 9, Semarang. Language and Culture Faculty of 17 Agustus 1945 Semarang University has three departments; S1 of English, Diploma III of Japanese, and Diploma III of English. I decided to choose Diploma III of English; Firstly, the students of English Diploma III have so many practical course they should master. Secondly, the allocated time to study written English for the students is very limited and some students still have difficulties in writing.

The fourth semester students of English Diploma III in Language and Culture Faculty of 17 Agustus 1945 Semarang University have studied how to write in Writing 1 and Writing 2 course. Actually, what they need is just to practice the formal writing in Commercial Correspondence course. But in fact, they still have difficulties in their English acceptance, especially in writing. It can be seen from the result of the writing test in the Writing 2 course.

To reinforce students' ability in writing, I take a media to help them. The media is Google Classroom. Google Classroom is "a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way" (Google Group). The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. I assumed that Google Classroom can improve the students' writing skill.

In the teaching writing I also uses a teaching method. The teaching method is guided writing. By using guided writing, I also assume that it will create a good interaction between the teacher and students. Interaction is the key in the teaching language for communication. Through interaction, students can increase their language store as they listen to or read the authentic linguistic material, or even the output of their fellows in discussion, skits, joint problem-solving tasks, or dialogue journal. How interaction is achieved in formal situations is a matter of technique or classroom approach; in less formal situations it involves imaginative planning with students input. In other case, the teacher has a number of options drawn from the experiences of predecessors and contemporaries.

Based on the explanation above, the student's condition, and the needs to improve student's productive skills, especially writing skill, I decide to use Google Classroom to improve their writing skill. In order to measure the students' improvement who have been taught by Google Classroom, I conducted a classroom action research.

Literature Review

Guided Writing

Bram states that in principle, to write means to try to produce or reproduce written messages (Bram, 1995, p. 7). Before we write, we need to determine what to write; we should have something meaningful to convey. It is true that we improve our writing mainly through writing itself.

Guided writing is “a small-group instructional framework presented to students who share similar needs at a particular point in time” (Fountas & Pinnell, 2001). Guided writing provides an important context for teachers' in-the-moment assessment and immediate instructional scaffolding of students' construction of their own, individual texts. As students completed their hands-on examination of a celery stalk, for example, the following discussion supported their construction of an informative title for their own text. All writing is collaborative. Effective writing teachers collaborate with students, creating apprenticeships for them through guided practice (Englert, Mariage, & Dunsmore, 2006). Thus, writing instruction should include explicit teaching in which teachers step in to model and prompt and then step back to encourage students to make decisions and solve problems while writing (Englert & Dunsmore, 2002). Effective writing instruction should make the elements of good writing and the strategies of good writers visible and accessible to native writers (Vaughn, Gersten, & Chard, 2000). The guided in guided writing lessons, then, refers to the essential nature of the support provided by expert teachers while students write.

Guided writing instruction in a small-group context allows teachers to provide high levels of immediate, targeted support while each student writes his or her own short but complete text. A typical format for a 20-minute guided writing lesson might include the following four steps (Gibson, 2008) :

1. Engagement in a brief, shared experience that is of interest to students, including both a linguistically and informationally rich activity and accompanying conversation, and expansion of students' ability to talk about content of interest

2. Discussion of strategic behavior for writing, including a presentation of a think-aloud or a cue for strategic activity along with active discussion of ways in which students can integrate this strategy into their own writing
3. Students' time to write individually with immediate guidance from the teacher, who "leans in" to interact with individual students about immediate decisions and strategies and uses prompts to guide students' thinking for problem solving while writing
4. A brief sharing activity in which the writer's immediate work is shared with an audience, and writers experience their newly written texts as a whole

Google Classroom

Google Classroom is “a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way” (Google Group). Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling. In teaching, the function of Google Classroom is to streamline the process of sharing files between teachers and students. Students can be invited to join a class through a private code, or automatically imported from a school domain. Each class creates a separate folder in the respective user's Drive, where the students can submit work to be graded by a teacher. Mobile apps, available for iOS and Android devices, let users take photos and attach to assignments, share files from other apps, and access information offline. Teachers can monitor the progress for each student, and after being graded, teachers can return work along with comments.

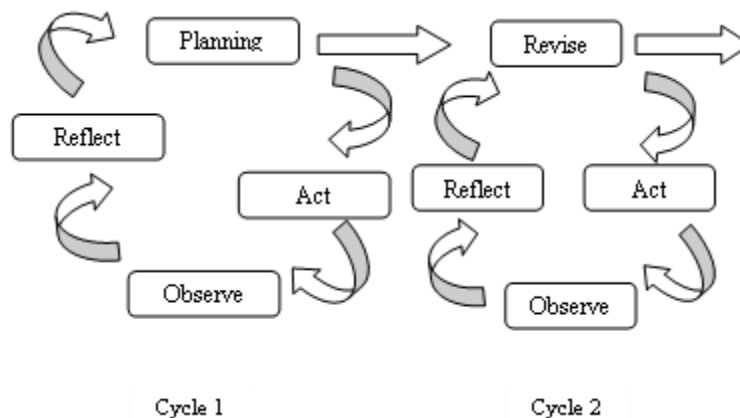
eLearningIndustry tested and made a review of Google Classroom, in which they highlighted many positive and negative aspects (Pappas, 2015). Among Google Classroom's strengths, the review highlighted ease of use, universal device accessibility, use of Google Drive as an effective way for teachers to quickly share assignments with students, the paperless process meaning the end of printing, handing out, and potentially losing work, and the fast feedback system between students and teachers.

Methodology

In completing the data, I use the action research since its nature is for improving the quality of action within it. In this study, I will conduct classroom action research aimed at overcoming the students' problems in writing commercial correspondence. This classroom action research is carried out by the researcher by using Google Classroom.

This action research used the model developed by Kemmis and McTaggart. There are four steps in action research, namely: plan, action, observation, and reflection (Hopkins, 2008, p. 48). These steps can be illustrated as follows (Kemmis and McTaggart in Hopkins, 2008, p. 51):

Diagram 1. Steps of Action Research



Type of research

This research makes use of a mixture of quantitative and qualitative type. It is quantitative in the writing test. This is necessary to know the students' ability in writing.

It is qualitative because, the research done has to observe the students' condition in the class. It is following the model developed by Kemmis and McTaggart. There are four steps in action research,

namely: plan, action, observation, and reflection (Hopkins, 2008, p. 48). Thus, quantitative and qualitative data needs in the action research.

Research subjects

There were 12 students from the of English Diploma III Department, Language and Culture Faculty in 17 Agustus 1945 Semarang University in Indonesia as subjects for the research. The reason for having students from English Diploma III; Firstly, the students of English Diploma III have so many practical course they should master. Secondly, the allocated time to study written English for the students is very limited and some students still have difficulties in writing. Therefore, they need a help in mastering writing ability.

Research procedure

It is very important to collect data in a research because the data are used to get the result of the research. In this classroom action research, the techniques of collecting the data used are observation, questionnaire, and test.

1. Observation

The observation was done by the researcher as the observer and the lecturer herself. In this way, I observed all activities done in the process of teaching and learning writing using Google Classroom. I made field notes based on the result of the observation.

2. Pre-test

I gave a test in order to measure students' achievement in learning the material. I gave the pre-test to the students before implementing the action. They did the pre-test based on the knowledge they got in Writing 1 and Writing 2 course.

3. Post-test

After implementing the action, I gave the post-test to the students. They were instructed to reply a complain letter provided. From the result of post-test, it can be seen the improvement of the students' writing skill.

I conduct a pre-test and post-test in order to measure students' writing improvement. The results of the pre-test and post-test are calculated by using the following formula:

Explanation:

\bar{x} : mean of pre-test $\bar{x} = \frac{\sum x}{N}$ $\bar{y} = \frac{\sum y}{N}$
 $\sum x$: amount of pre-test
 \bar{y} : mean of post-test
 $\sum y$: amount of post-test
N : number of subject
(Sumanto, 1995, p. 210)

From the calculation result using the formula above, it can be seen whether there is improvement of the result of pre-test and the post-test. Finally, by analyzing the observation result, questionnaire result and test result, it can be concluded whether Google Classroom can improve students' writing skill or not.

4. Questionnaire

I gave a questionnaire to the students. The questionnaire is about the problem faced, the knowledge in writing, the way I implemented the technique, the benefits they got, and the media used.

Findings and Discussion

Result

Google Classroom can improve the students' writing skill in Commercial Correspondence course. The improvement of the students' score from the mean score of pre-test and post-test in cycle one and cycle two can be seen below:

Table 1.
The Mean Scores of Writing Commercial Correspondence Test in Cycle One and Cycle Two

The Mean Result of Writing Test	Pre-test	Post-test one	Post-test two
	61.25	76.67	80.83

Table one tells us that there is improvement from the result of each test. The improvement of students' score from the pre-test to post-test one and post-test two can be seen in the table two below.

Table 2.
The Improvement of Students' Score in Cycle One and Cycle Two

Sub-cycle	Cycle 1		Cycle 2
Kinds of test	Pre-test	Post-test 1	Post- test 2
Mean of the students' score	61.25	76.67	80.83
Increase of the students' mean score	15.42		4.17

Based on the table two, it can be summarized that the students' writing skill improved, from pre-test to post-test one to post-test two. In cycle one, we can see the result of the pre-test is 61.25 increased to 76.67 in post-test one. And in cycle two, the result of post-test increased to be 80.88.

The sample students' score can be seen from the table below, it can be seen that there was improvement between pre-test to post-test one to post-test two. The three students' sample indicated that the students' writing skill in making commercial correspondence score improves.

Table 3.
The Sample of Students' Writing Commercial Correspondence Score

Students' Initial Name	Dian	Anet	Ardhi
Pre-test	65	80	80
Post-test one	80	85	75
Post-test two	85	90	95
Mean score	76.7	85	90

Table above is the sample of three students who are categorized as high competence, medium competence, and low competence. From the table, it can be seen that there is improvement of the score between the pre-test, post-test one and post-test two. The three samples of student's writing commercial correspondence score show that the students' score improves.

Discussions

Based on the pre-research observation, it is found that students' writing skill related to vocabulary mastery, sentence structure knowledge, and self-confidence is still low. The students are not prepared well to do the writing so that they often fail in their writing. Their knowledge in writing is still unsatisfying.

Based on the explanations above, the teacher should use appropriate technique or media to improve students' writing skill. A technique which makes the students of young learner writing better is by using guided writing. Guided writing can be defined as a writing process guided by the teacher limited in structuring sentences, direct answers to questions, and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminate in a piece of writing to build students' writing skill.

Guided writing helps the students write any kind of text preceded with the model paragraph given. In guided writing, students' vocabulary mastery is improved by exercises guided by the teacher.

Furthermore, the knowledge about sentence structure as the linguistics aspects in writing is involved so that students have a better preparation to do writing activity. It is in line with Cross in Reid who states that ESL writing classes, particularly at the lower levels of language proficiency, successfully use guided writing techniques to build vocabulary and sentence structure knowledge (Reid, 1993: 26). In addition, students' creative thinking is not fully limited in sentence pattern. Guided writing allows the students to be more flexible in sharing their ideas and thoughts and eventually to deliver their message through their writing. It is in line with Huebener who states that more practice in guided writing the students will be able to express their selves freely and independently (Huebener, 1965: 82).

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching- learning process is needed to attract students' attention and to make teaching-learning activities more interesting and also effective. The media used in this research is Google Classroom. Google Classroom is very helpful in teaching Commercial Correspondence to the students of English Diploma III Department.

By using Google Classroom, assignments are stored and graded on Google's suite of productivity applications that allow collaboration between the lecturer and the student or student to student. I shared the assignment or material of Commercial Correspondence in Google Classroom. I chose a file that can then be treated as a template so that every student can edit their own copy and then turn back in for a grade instead of allowing all students to view, copy, or edit the same document. Students can also choose to attach additional documents from their Drive to the assignment.

I have the option to monitor the progress of each student on the assignment where they can make comments and edit. Turned in assignments can be graded and returned with comments to allow the student to revise the assignment and turn back in. Once graded, assignments can only be edited by the lecturer unless the lecturer turns

the assignment back in. Thus, the students are very interested in writing commercial correspondence. They are expected that their result of writing can be better than their friend.

From the result of questionnaire, it can be seen that actually the students like writing, but they still have difficulty. The process of writing in a paper can a little decrease their difficulty. But, there were many of them still have difficulties in writing. The method which was used by the researcher, guided writing, is effective. Moreover, the researcher also used the appropriate media; Google Classroom that can motivate and make them to be interested in writing. From the explanation above, it can be concluded that Google Classroom can solve the students' weakness in writing commercial correspondence.

Conclusion

The use of media in teaching and learning process has several advantages. Media can help teachers/lecturers to get students' attention back and to make learning process more effective. Therefore, the use of media really helps both teachers/lecturers and students in teaching and learning process. Here, Google Classroom is a technology that can be used as a media in the teaching and learning process. When used properly, technology can give teachers greater control, and a heightened ability to help and support learners. In Google Classroom, when the results and responses appear instantly on teachers' screens, they can very quickly identify and address problem areas, giving unparalleled insight into student understanding during the lesson. There is no need to wait to collect worksheets at the end of a lesson or wait to see mistakes in workbooks. So, the real-time assessment can be used effectively here.

I also think that guided writing as a teaching technique in teaching English is effective especially in writing skill. This is because it can help students to focus their attention to the lesson which is being explained. In addition, it can stimulate the students to learn how to write well. For the students, to improve their writing skill, all the students have to do is practicing writing as much as possible,

since, once more to say, writing is a skill gained by practicing. Practicing writing does not mean that they have to write something scientific. They can write freely anything they want without worrying about the correctness of every kind. They should understand that the main function of writing is conveying meaning or communicating.

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Part II Google Applications for Learning

AN ANALYSIS OF THE EFFECTS OF SYNCHRONOUS ONLINE PEER REVIEW USING GOOGLE DOC ON STUDENTS' WRITING PERFORMANCE

Emilia Ninik Aydawati

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Introduction

Writing is a process which sees writing primarily as the exercise of linguistic skills and writing development as an unconscious process that occurs when teachers facilitate the exercise of writing skills (Badger & White, 2000). Through the exercises of peer review activities in Academic Writing Class, teachers can facilitate the students to gain their writing ability. Berg (1999), Zhang (1995) and Keh (1990) as cited in (Grami, 2010) for instance believe that peer response is actually part of the process approach to teaching writing and feedback in its various forms is a fundamental element of this approach. The process approach gives students the opportunity to understand the importance of all activities during the writing process, including peer review.

Then, student centered learning has been started by applying peer review .according to Liu & Carless (2006) peer review is a communication process between learners who have dialogues related to performance and standard. A study on peer review conducted in Indonesia was done by Miftah (2016) shows that the areas of peer response gained from each session of peer response activities focused much on the idea development, grammar, and mechanic. The points of peer response were incorporated into revisions because of its advantages to the developments of an essay in terms of grammar, essay structure, and coherence, and were not incorporated into revisions because of irrelevant feedbacks. The suitable area between peer response and writer expectation was in terms of grammar accuracy. During peer response activities students engaged in the improvement of their writing ability, and the most improvements of the writing aspects were content and grammar.

This peer review activities were in line with collaborative learning design which provided an opportunity upon pre-service English teachers' genre-based writing competence increase and problem solving and the model was suitable, adaptable and functional to re-duce the conventional assessment in order to gain the reflected learning effectiveness (Sumekto, 2016). The writers have also conducted peer review activities in the academic writing and found that peer re-view activities can improve the students' writing skills. They may do it both synchronously and asynchronously, as both activities have resulted in an increase on their writing scores although the increase of the score is higher when they do it synchronously where they can share their thought directly. Thus, it is recommended that they can learn and improve their writing skills by practicing peer review that they feel appropriate for them, either synchronously or asynchro-nously (Aydawati, Rukmini, Bharati, & Fitriati, 2019). Meanwhile, another study done by Astrid, Rukmini, Sofwan & Fitriati (2017) found that students either having low or high writing anxiety had lack of confidence, ability and management control in delivering appropriate feedbacks, but students showed active participation and independency.

Literature Review

The role of technology in learning

In the field of foreign language learning a lot of research on the role technology in language learning has been done. Many experts are doing research to investigate the extent to which technology is effective in assisting foreign language learners. The study shows that technology has little effect of learning. However, many studies show that the use of technology has many advantages, especially if the material is designed in such a way that there is a match between the objectives of the subject, the learning style of the students, the technology used, and the situation in which the learning was done (Alessi & Trollip, 2001). For example, technology will greatly help the subjects in need simulation (flight school), individual learning (language learning), eyes lessons requiring special logistics

(physical or chemical experiments), or lessons which requires a high interest and motivation (world history) because of technology generates interest and a positive attitude to the material being studied. Furthermore they said "Multimedia technology has the potential and functionality to hold enjoyment for the users compared to that of a standard textbook. Any learning or teaching should be associated with the feelings of pleasure and enjoyment instead of boredom or fear "(page 10). Proponents of constructive learning theory say that to keep in mind in the use of multimedia in learning is that technology is used as a tool for learning, "where its role is to provide a" space "in which learning takes places, to store the results of learner's activity, and to take care of the time-consuming tasks that detract from learning ... "(Alessi & Trollip, 2001, p. 6).

The adoption of technology in classroom

The adoption of technology in classrooms are extremely varied and limited. Many factors account for the successful adoption of technology in the classroom. These barriers can be categorized as internal and external factors. Internal factors affecting the adoption of technology come from students and teachers themselves. Many studies indicate that one of the most crucial factors in the adoption of technology is teachers' pedagogical beliefs (Chen, 2008; Christensen, 2002; Deng et al. 2014; Inan and Lowther 2010). Teachers are willing to integrate technology in their classroom if they believe in the effectiveness and the usefulness of technology. Teachers' conception of what is considered 'good' teaching practice will be key in determining whether technology is adopted as an integral part in the curriculum. Teachers and students' lack of basic knowledge of ICT integration is key in the adoption of technology (Ozdemir, 2017)

The external factors influencing the integration of technology include lack of support, lack of training, insufficient managerial support, and lack of infrastructure are the most frequently cited factors determining the successful adoption of technology in classrooms (Ozdemir, 2017; Tondeur et al., 2016). This is particularly true in many developing countries since many schools do not have access to internet connection or access to technology.

Methodology

This study was conducted to examine the effects of online peer re-view activities using Google Doc on the students' writing performance. The peer review activities were conducted synchronously where 24 students who were divided into 12 pairs could communicate by typing the comments and the peer could reply it. This study applied mix-method. It used a questionnaire and an interview. In addition it compared the result of pre-test and post-test which were scored by two writing teachers using the same rubric and the scores were counted to get the final average score. The study consisted of three major steps: (1) conducting pre-test, (2) giving training to do synchronous online peer review, and (3) conducting post-test. Overall, the study lasted for 14 sessions.

Findings and Discussion

To come to the objective of the study, data on the score of their writing were collected. Two writing teachers were asked to score the pretest which asked the students to write an argumentative essay. The data set consisted of students writing samples. Before students received any intervention, a pre-test to 24 participants was administered to determine the students starting points and their ability to write an argument essay in the first session. The students were asked to write an essay on the following topic "To what extend do you agree that Government should improve the public transportation?" The result of the essays were scored by two English writing teachers using the rubrics from 0 to 9 with the criteria based on bands in IELTS for writing task 2. There are four items scored in IELTS like task achievement, coherence and cohesion, lexical resources, grammatical range and accuracy. However, for the purpose of this study, the score of grammatical range and accuracy was the one that was analyzed. The scores then were calculated to get the average from the two raters. Then, after they practiced synchronous online peer review, the students were asked to write an argumentative essay with the following topic: "To what extend do you agree that **modern technology makes people more sociable?**" The score

gotten from the final test was compared with the score gained from the pre test. This study investigated whether there are impacts of synchronous online peer review activities using Google Doc on the writing performance. The following was the average score gotten from the two raters. The researcher asked the raters to do a reliability check. Prior to rating the writing essays, two raters met to discuss the rating scale and how to approach the task of scoring the essays so that they became familiar with scoring procedures, evaluate practice samples, and then compared their results to one another.

Table 1. The following is the average score of the two raters and the increase

Participant	Average rate of pre test	Average rate of post test	The increase
1	4	4	0
2	5	5.5	0.5
3	5.5	6.5	1
4	6	5.5	-0.5
5	5	5	0
6	6.5	7	0.5
7	6.5	6.5	0
8	4	4	0
9	4.5	5	0.5
10	4.5	5	0.5
11	5	4.5	-0.5
12	5.5	6	0.5
13	5.5	6	0.5
14	6	6.5	0.5
15	4	5	1
16	6	6	0
17	5	6	1
18	6	6.5	0.5
19	4	5	1
20	3.5	4.5	1
21	4	4.5	0.5
22	5.5	6	0.5
23	5	6	1
24	5	5.5	0.5

The data above shows that most students could improve their score in grammatical range and accuracy. There are eleven out of 24 (45.8%) students showed 0.5 increase and six (25%) students increase 1. There are two (8.3%) students showed 0.5 decreased and 5 (20.8%) students showed no change. This proves that the activity of synchronous online peer review has impacts on the students' writing performance as the total of 70.8% students showed an increase rate.

The mixed methodology of this study required analysis of both quantitative and quantitative data. The data got from closed- ended questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS) to get the frequency, percentages, and the average of four item mean scores from 'strongly disagree' to 'strongly agree' on the Likert-point scale. There are 9 items in the questionnaire. The following is the results.

Table 2. I enjoy synchronous online peer review activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.3	8.3	8.3
	2	11	45.8	45.8	54.2
	3	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

The table shows that the percentage of the students who enjoyed synchronous online peer review activities is the same as those who did not enjoy these activities. This fact needs to be analyzed to see the reasons behind their decision to like or not. There were

Table 3. Synchronous online peer review activities help me write a hook in my introduction paragraph

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	25.0	25.0	25.0
	2	8	33.3	33.3	58.3
	3	6	25.0	25.0	83.3
	4	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Around half of the students (41.7%) perceived that the synchronous online peer review activities help them, while more than half said that the peer review activities did not really help them improving their skills to write a hook to start an introduction paragraph.

Table 4. Synchronous online peer review activities help me improve to write a thesis statement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	20.8	20.8	20.8
	3	18	75.0	75.0	95.8
	4	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Most students (75% and 4.2%) agreed that the synchronous online peer review activities help them improve to write a thesis statement, while 20.8% disagreed the impacts that they got from these activities to develop their skills in writing a thesis statement.

Table 5. Synchronous online peer review activities help me develop my ideas in body paragraphs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	25.0	25.0	25.0
	2	8	33.3	33.3	58.3
	3	8	33.3	33.3	91.7
	4	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

More students (58.8%) acknowledged that the peer review activities did not help them develop their ideas in body paragraphs. To do that, each student needed to write based on their own ideas.

Table 6. Synchronous online peer review activities help me write closing sentences for my paragraphs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	29.2	29.2	29.2
	3	9	37.5	37.5	66.7
	4	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

In terms of writing conclusion, 63.9% students declared that the synchronous online peer review did not help them so as they disagreed with the statement.

Table 7. Synchronous online peer review activities help me improve my writing skills in general

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	29.2	29.2	29.2
	2	9	37.5	37.5	66.7
	3	5	20.8	20.8	87.5
	4	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Only around one third of the respondents (33.3%) said that the synchronous online peer review activities help them improve their writing skills in general. It may be due to the fact that writing is a complex activity that needs students to gain self-improvement.

Table 8. Synchronous online peer review activities help me improve my grammar in my essay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	4.2	4.2	4.2
	1	1	4.2	4.2	8.3
	2	4	16.7	16.7	25.0
	3	13	54.2	54.2	79.2
	4	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

This statement was on grammar. It seems that three quarters of the students (75%) of the students find that the activities help them do improve their grammars. Based on my observation, in the peer review activities, many students pay attention on their peer's mistakes in grammar so that by commenting the grammar mistakes, they also learn.

Table 9. After practicing synchronous online peer review activities, I am aware of what sentence fragments are

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	13	54.2	54.2	66.7
	4	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

The table above shows that most students (54.2% and 33.3%) agreed that after practicing synchronous online peer review activities, they were aware of sentence fragments which should not be used in writing paragraphs.

Table 10. After practicing synchronous online peer review activities, I am aware of what run-on sentences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.2	4.2	4.2
	2	4	16.7	16.7	20.8
	3	11	45.8	45.8	66.7
	4	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

The similar result is conveyed in this paragraph where more students agreed with the statement. There were 79.2% of the students agreed that they were aware of what run-on sentences are.

To get deeper data, an interview was conducted with four students to explore more deeply students' perceptions. Based on the interview with the participants it was found out that they were afraid and had no self-confidence to do the peer review activities. One of them said

I have difficulty in writing because there are many things to do. And I am not good at grammar so it is really hard to write.

I have no idea what to write. I feel that I am not capable to write so I cannot give review to my friends' essay. I am really afraid to make mistake. But then after practicing the peer review activities with my peer who is cleverer than me, I find it is nice to do the peer review (participant A)

Based on the interview above, it can be interpreted that the lack of knowledge in writing has made them want to avoid the synchronous online peer review.

The same thing also describes by another participant

I really did not want to do the peer review activities because I can write. I am still learning so I think that it is the teacher that has to do the review and gives comment. But then my peer helps me a lot.

Other two participants who are good at writing declares that although they first did not want to do the synchronous peer review, finally they found that by chatting and explaining on the things that they commented on, it has improved their fluency in writing paragraphs.


Conclusion

Based on the discussion above it can be concluded that through synchronous online peer review students get some impacts. There was an improvement in grammar usage in their paragraph. In addition, they also believed that online peer review activities makes them be able to identify their writing errors during the writing process so that they could improve the quality of their essays. In the beginning of the study, students were reluctant to do the online peer review activities because they were afraid that their friend might look down on their essays. However at the end of the writing class they found that online peer review activities have supported them to express their ideas through online interaction using Google doc, and during the activities, they can discuss and negotiate differences so that it helps them improve their skills.

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Ten articles on technology and language research and best practices are compiled in this book to inform readers the current research and best practices on technology-enhanced language teaching and learning. The first part will discuss how social media is used to enhance the teaching and learning process. The second part focuses on Mobile Learning, particularly, how students perceive mobile learning and how smartphones can benefit students. The articles in the third part discuss the possibilities of using Google applications in language classrooms. The last part of the book contains articles on the evaluation of e-learning.

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