TECHNOLOGY GOES TO CLASSROOM: LEARNING MEDIA APPLICATION POSSIBILITIES FOR WRITING

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Abstract

It is undeniable that teaching writing needs a lot of media as it can motivate the students in producing good writing. Moreover, nowadays, most of higher education uses technology for having the easier and more efficient in teaching and learning process. Hence, it is undeniable that the teachers should utilize some learning media applications during their teaching. However, the teacher still faces some difficulties in choosing the appropriate learning media for teaching writing which makes the learning process not run well. This article aimed to review some learning media application possibilities that finally can be used as the pedagogical implications for the teachers in choosing the appropriate media used for writing in hybrid classrooms. Furthermore, as a result, the researcher found that *Schoology*, *Padlet*, *Facebook*, *Edmodo*, and *Google Classroom* are the appropriate learning media applications that the teachers in the writing classroom can use. It is because those media are easy to be operated and motivate students in writing. Therefore, those can be selected by the teachers for their teaching writing.

Keywords: learning media application, writing classroom, shift-learning

INTRODUCTION

A lot of people have wondered why writing is important. There seems so many reasons to answer, since writing, nowadays, is one of communication ways which is not only used in work field but also in education field. It means that it is a crucial thing to get success in school or workplace since writing has been identified as threshold for obtaining success in academic field as well as job section (Anita, 2016). Writing is defined by Purwanto (2020) is a means of human communication through a series of words with several structural levels of a particular language. In addition, writing can also be used to express feelings and thoughts to others in the long-term

memory. In other words, through writing the students are able to extend some information and show their feelings and thought to the others. Moreover, people's activities require a written communication such as stated by Toba et al. (2019) that students in Indonesia need written communication and academic writing purposes for a certain situation, such as; letters, essays, papers, articles, journals, project reports, theses, etc. Hence, the students have to master writing as well as speaking in order to get communication easily.

Regarding the importance of writing, it is undeniable that writing text in English is not easy. Since it is known that writing is complex activity which requires not only more time and effort but also the students' mastery of all the components of writing so that they can produce good writing. It is in line with Fitriani et al. (2019) that the students are asked to put their ideas in a clear writing. Thus, there are several components in writing that they must master such as content, organization, vocabulary, language use and mechanics (Subekti, 2022). Thereby, before starting to write ideas, the students have to master the writing skill and also the components of writing in order to get better writing. In order get better writing, this skill should be taught from junior high school to make the students familiar writing in English form. The teachers should treat them regularly in the classroom using familiar topics related to their life so that the students do not get trouble in generating their ideas during writing.

On the other hand, nowadays, in the field of education, the use of technology has contributed rapidly to new trends in language instruction and language assessment (Parra & Calero, 2019). Moreover, higher education has recently been insisting on using a computer for the teaching and learning process not only because of the pandemic era but also because of technological development that makes it more effective and efficient. Since then, universities are now expected to service an increasingly diverse and mobile student community in the globally competitive education (Arambewela et al., 2013). It means that the teachers should choose and use the appropriate learning media that can trigger students' motivation in writing. However, several challenges faced by the teachers during combining technology as the new trend in their teaching and learning process such as they are limited in using teaching media especially integrating technology (Subekti, 2020), consequently, in designing the activity, mostly teachers use conventional method in which textbook oriented learning is the common one (Ratnaningsih, 2019). Similarly, Syafi'i (2017) also stated that there are problems related to the learning process, for example the inactivity of the writing class, the low attitudes and interest of students in writing, the inactivity of students in giving questions about writing to the teacher.Those problems occur because of no media variation used in teaching writing that make the students feel bored even in writing online classroom.

In this case, the teacher should overcome those problems by providing fun materials, interesting strategy as well as appropriate media since the teaching and learning process is conducted in online form so that the students enjoy in learning writing and they can serve the best writing helped by teachers and learning media. Learning media is the core of interesting classroom because the teachers deliver the material through media as well as the students learn the material from it. As stated by Hastomo (2015) the application of media in the classroom is able to influence the classroom atmosphere which affects students when they participate in learning. With the media, it is hoped that classroom learning can run effectively because teachers are assisted in delivering materials so that students can easily understand the materials being taught. Therefore, it cannot be denied that the teaching and learning process really needs media that is

able to realize a learning goal. In this case, technology and media play a role in teaching writing. Teachers can integrate media with technology such as social media which can be used in teaching English, especially writing skills.

As it is known that media gives a big impact to teaching and learning process especially in online classroom, the teachers should choose as well as apply the appropriate media based on the students' need and the material given. Based on the background of the study as well as literature review, the researcher reviews some studies about some learning media application possibilities used commonly in writing online classroom during pandemic period

DISCUSSION

Regarding to the background of study and literature review above, the researcher reviewed some articles related to the possible learning media application used during shift-learning especially in writing online classroom. Then, the researcher analyzed and served some learning media applications which can be used for the teacher in teaching writing such as *Schoology*, *Facebook*, *Padlet*, *Edmodo* and also *Google Classroom*.

Schoology

One of the learning media applications that support the teaching and learning writing is *Schoology*. It is a social networking platform, as a Learning Management System (LMS), which teachers and students can use to collaborate on resources, assessment, and content on a safe and secure learning management platform (Apriliani et al., 2019). Similarly, Manning et al. (2011) stated that *Schoology* allows teachers and students to communicate through social network based. It makes teachers easily in organizing teaching and learning process including material preparation, discussion and assessment (Rahman et al., 2011). In short, *Schoology* can be used for communication between teachers and students by accessing the materials or content of a specific course. This stimulates students to see their abilities and increases student interest. It has in common with *Facebook* are looks and functionality.

The design of *Schoology* is almost similar to *Facebook* that consists of interactive communication and exchange of academic information. With this application in the learning process, teachers are able to create discussion questions, collaborative, or boards that are able to create dynamic interactions between students and teachers. The idea of Sicat (2015) who stated that *Schoology* is free to use and allows collaboration between users online so that users can discuss the material. It allows for online collaboration and other learning tools used to tailor learning for students.

In applying this learning media application in the writing classroom, the teachers should consider the advantages and disadvantages of it. Apriliani et al. (2019) and Rama and Wahyudi (2018) stated that there are some advantages of *Schoology* in teaching and learning writing, such as it is free and easy to use. It has access code to sign up, group discussion, grade-book. In this case, more efficient tools and resources can be had by teachers to maximize teaching. In addition, students can upload their assignments, take quizzes, and get grades and corrections from the teacher. In addition, parents can also monitor their child's work and grades and always maintain contact with the teacher.

This learning media application also has some disadvantages such as the code is being difficult to be accessed, the internet connection, taking much time in uploading video, having no feature

for giving comment on students' work and monotonous. In addition, the face to face interaction is not occured that can have feelings of isolation (Apriliani et al., 2019, Rama & Wahyudi, 2018, Widhiatama, 2016).

Furthermore, this learning media application allows the students to share their task in group which created in *Schoology*. After that, the teachers can see and give feedbacks to the students' writing. From those feedback, the students can revise and improve their writing. *Schoology* is used to help the teachers in engaging students more efficiently and improving educational effectiveness (Apriliani et al., 2019). In other words, it stimulates the students to show their writing ability to get the better achievement and also encourage the students' motivation in writing.

Moreover, there were some previous studies which concerned with the effectiveness of *Schoology* applications (Apriliani et al., 2019, Rama & Wahyudi, 2018) stating that *Schoology* is a learning media application that can be alternative to support teaching and learning process especially in writing. By using *Schoology* in writing classroom, students' levels of learning interests will increase. Not only improving writing skill, but *Schoology* also enhances the students' reading comprehension.

It is clear that *Schoology* is one of learning media platform that can help the teachers in teaching writing and encourage the students' motivation in writing even though this media uses an internet that make the students unable to join the class when they get trouble with the internet connection and it takes much time in using especially in uploading video. It was supported by some previous studies which stated that this kind of media can be useful for both teachers and students in teaching and learning writing especially in this pandemic era.

Padlet
There are many definitions stated by some researchers such as Purwanto (2020) who stated that *Padlet* is online notice board where both students and lecturers can post a note which can contain links, videos, images and document files. It can work in any device, does not require an account in using as well as special technical how. It is a free application, that can be used to boost real-time, whole class participation and assessment. Similarly, Taufikurohman (2018) and Lestari and Kurniawan (2018) also stated that *Padlet* is used to create an online bulletin board in which the the users can display information for any topic. In this case, the teachers can add files, links, videos, and more so that it will be useful for promoting collaborative learning among our students.

It is like a piece of paper, but on web that can be used to create a virtual wall. It works across the world on virtually. It can be kept and can be copied. It works well with activities such as brainstorming, discussion and project work. In this case, the students can learn through *Padlet* anytime and anywhere using their smartphone, tablet, and computer with internet connection (Taufikurohman, 2018). It is in line with what Lestari and Kurniawan (2018) revealed that by using this application, teachers can create various walls to add their favorite contents. Both teachers and students can do collaboration in adding the same wall spaces. It means that the teachers and the students can do live discussion in a web.

This learning media application also has some advantages and disadvantages. According to Fuchs (2014), and Purwanto (2020) there are some benefits by using *Padlet* application in

teaching and learning activity such as this application enables students and teacher to ask a question, submit the answer, give comment, and evaluate each other. The idea of the students can be gathered easily since they can participate by giving an opinion anonymously in *Padlet* discussion so that it helps the students who does not have any confidence to express their ideas and opinion. It also allows the teacher to have more complete picture of learning from all students, rather than from a handful. Moreover, this application can work well in classroom activities such as brainstorming, discussion and project work. On the other hand, this *Padlet* application also has some weaknesses in terms of easy to lose overview. It is not suitable for large or many groups. The teachers are hard to control the input as well as organize the input. Both teachers and students have limitation on each note and on text size/font.

Regarding to the effectiveness of this learning media, there are some previous studies which had concerned with *Padlet* application such as Purwanto (2020) who stated that the implementation of the *Padlet* can make the learning process fun. Since the students as well as teachers can interact using digital technology they do not need a blackboard to write that usually take much time. Similarly, Lestari and Kurniawan (2018): and Algraini (2016) also pointed out that the students writing ability can be improved by implementing *Padlet* in writing classroom.

Another previous study was done by Susanti and Ayuni (2018) who revealed that the use of *Padlet* in classroom obtained a possitive response from the students because it is easy to use and more fun and it can help the students increase their writing ability. It is in line with Arifin et al. (2019) stating that even though the students have a problem in using this media like limitation internet connection, *Padlet* is implemented in the teaching and learning process especially in writing classroom during pandemic era.

To sum up, *Padlet* application is a good learning media that can be used in teaching writing, especially in hybrid learning or combining technology in the classroom. This learning media application is suitable for the teachers who want to increase the students' writing skill by using collaboration with others. The students also can interact with others using this media so that they can share and discuss relating to their ideas. The teachers also can save more time in delivering the material since they can share their material using this web wall without writing in conventional board.

Facebook
According to Ramadhani (2018) one of the social medias that can be used in teaching writing is *Facebook*. This media application is useful and enjoyable media because of its features like status, groups, notes, chats, page, and many more. Similarly, Syafrizal, Gailea, and Hardianti (2020) stated that tool that aims to have social interaction that students can use it for any academic purposes is *Facebook*. In this case, a group discussion can be crated for the students in sharing their ideas or even exchange messages to other friend easily. In other words, it is one of a platform that can be used to post information, ideas, and feeling about themselves. In short, in this modern era, *Facebook* is one of the familiar medias that can be used in teaching and learning process since it is fun so the students will not get bored during learning writing.

The students are familiar with this media since they have already accessed in their daily life for looking for information, getting interaction with others, or just playing a game. Furthermore, it has some advantages for teaching and learning process. As stated by Syafrizal et al., (2020)

there are many benefits from implementing *Facebook*, group discussion between teacher and students, for instance, asking the students to send their assignment or reminding the students about their tests and quizzes. It is in line with Putri (2018) who revealed that the teachers can deliver more material using this media since the teaching and learning process can be done outside the classroom so the teachers do not take much time in explaining the materials. Besides, both teachers and students can build their good communication through this media.

The students can write and post in *Facebook* as instructed by their teachers. Then, they will get comment from other students in a group disscussion facilitated by their teachers in order to get things right (Syafrizal et al., 2020). In other words, *Facebook* is really creative and innovative for writing classroom. It is supported by some previous researchers who investigated the same media, for instance, Putri (2018), Friatin (2018), and Syafrizal et al. (2020). They found that the implementation of *Facebook* in English writing classroom improves the students' discussion and participation in teaching-learning activities. It means that the media is effective to students' writing skills on English language. It can be seen from the student's positive response toward *Facebook* application in which it possitively effects to the students' motivation and makes learning writing more fun.

The teacher can use this media to teach writing since both teachers and students are familiar to use it. So, they will not get trouble to access this kind of media since this media is also free to use. The students can write their ideas and post them using *Facebook*, and they will get feedback from the teachers or other students. Furthermore, the teachers can upload the video deals with the materials so it saves much the teachers' time in delivering the materials. In other words, it is very effective to be implemented in the writing classroom.

Edmodo
Another learning media application commonly used in teaching writing is *Edmodo*. It is an academic social network where the teacher and the students can share each other of everything related to their academic activities (Yulastri et al., 2018). Similarly, Gay and Sofyan (2017) stated that *Edmodo* is platform that refers to a web-based learning. Moreover, hybrid learning sometimes asks the teachers and the students do the teaching and learning process outside the classroom, this media can support them to run the process well. This media allows the students assisted by others (teachers or peers) in acquiring knowledge or skill that cannot be acquired without assistance at that point in time. In other words, both teachers and students could use to connect and collaborate with each other through this application. Furthermore, this application is free to be used.

In this media, the teachers can post assignments, quizzes, and all materials related to the subjects. For writing class, the teachers may ask students to post their writing. By using *Edmodo*, students have to post their work and give any comments to what the lecturers post since it will give them a mark. In addition, since *Edmodo* is internet based, the students can access it anywhere as long as they get an internet connection (Yulastri et al., 2018). In short, both teachers and students may have not only classroom activity, but also virtual learning activity by using this media.

Like other media, *Edmodo* also has some benefits for teaching and learning process. As stated by Yusuf et al. (2018) the learners can post their assignment, take quizzes, polls and receive grades, feedback and suggestions from teachers in real time. The document can be shared by both teachers and students through this application. Besides that, the students' self-regulated

learning can be promoted by this media in a number of ways. By having *Edmodo* in classroom, the students can select and do with materials in line with their preferences and goals at any time and from any places (Gay & Sofyan, 2017). Not only that, *Edmodo* also helps the teachers in providing teaching materials in the form of questions, photos, and learning videos to students easily. Then, students can access the material everywhere that makes them easily to learn (Duwila & Khusaini, 2019).

However, this learning media application also has some disadvantages that should be considered by the teachers in implementation. According to Purnawarman et al. (2016), the learnes have less responsibilities for their learning beacuse of relying on each other in submitting tasks. Besides, some of them are confused in using *Edmodo* because of incompatibility of smartphone applications learning. Yusuf et al. (2018) pointed out that the good internet connection and high abilities of teachers are the challenges in implementing this kind of media application in the online classroom. A slow internet connection can also hinder the effective implementation of online learning. The limited facilities owned by schools and students also burden the implementation of learning (for example, they have to buy internet quotas, computers, laptops, cellphones, especially those who are not from high-income families. Lacking experience in joining online learning also makes the students get problems in following the online learning introduced by the teacher and getting them to understand these skills may take time.

Apart from the advantages and disadvantages of *Edmodo*, there have been several researchers who have conducted the research on this media such as Gay and Sofyan (2017), Yulastri et al., (2018), Yusuf et al. (2018), as well as Duwila and Khusaini (2019). They found that the use of *Edmodo* is successfully facilitating students' participation in online discussions and task. It also enhanced students' interest and motivation in improving their writing skill, even though there is incompatibility of their smartphone applications and confusion of using the application. It is also supported by Hastomo (2015), reporting that the teaching writing is effectively influenced by *Edmodo* than Picture Series. In addition, the students' motivation has interaction toward teaching media in writing online classroom.

From those explanation, it can be concluded that *Edmodo* is a learning media application suitable for teaching writing. Through this application, the teacher can easily deliver their material and the students can access it in everywhere especially in this pandemic era that asks them to study at home. Besides, the students can get feedback of their writing from the teachers and peers so that they will get improvement for their writing. It is also supported by some previous researchers that suggest the teachers to implement this kind of learning media application in online learning especially in teaching writing.

Google Classroom
A familiar learning media used by the teachers during online learning is *Google Classroom*. According to Yunus and Ahmad (2020), *Google Classroom* is a networks platform for interaction among teachers and students. In this case, there are many activities can be done such as collaborating, sharing and evaluating homework, grading the students' work, class discussions, notices, and evaluations. The objective of this media is to help teachers in using social media power to customize the classroom for all students. In other words, *Google Classroom* aims for more productive and meaningful teaching by efficiently managing assignments, increasing collaboration, and improving communication. It is in line with Alim et al. (2019) who stated that

Google Classroom can be used effectively as a learning medium which has some aspects such as message receiver, content, communication media, format, source, and appropriateness or timing.

Furthermore, this Platform can be one solution to complete the teaching-learning process while the school still cannot be opened. It is supported by Okmawati (2020) in which *Google Classroom* provides students to be independent, engaged and motivated because most of young learners tend to use technology in their daily life. It also succeeds the teaching-learning process in digital era as in industrial revolution 4.0 that the teachers need to have the expertise, well-experienced in adapting new technologies. Yunus and Ahmad (2020) also revealed that it enables teachers to create lessons, provide students with the ability to distribute the assignment, submit feedback quickly, immediately and paperless also able to see everything in a single area. In the form of active and interactive learning packed in collaborative learning, *Google Classroom* also provides students with space.

There are several advantages in implementing *Google Classroom* during in the classroom. As stated by Yunus and Ahmad (2020), in EFL environment where English is not used for everyday conversation, having *Google Classroom* as a supporting media to learn is very useful. In this case, the English conversation can be created by teachers and students through this media. In addition, this learning media application is free and it is accessable so everyone can access it everywhere. Alim et al. (2019) also added that in *Google Classroom*, the materials can be provided by the teachers in some ways like uploading some teaching materials, assigning assignments for students, and posting the students' grade, so the students can directly see their achievement in classroom transparantly.

Regarding to the advantages of *Google Classroom* in enhancing the student's ability and skills, the technological infrastructure like internet is needed to support the implementation of this kinds of media. According to Alim et al. (2019) *Google Classroom* can be used well if there is a set of computers and internet. However, there is a challenge in using this application since it requires high speed of internet connection and well-conditioned computer or smartphone to operate the app. The students will get trouble if they unable to access to computer or smartphone devices and also the Internet. The implementation of *Google classroom* will run with the supporting devices to the process of study (Yunus & Ahmad, 2020).

Some previous studies also supported that *Google Classroom* is an effective learning media application that can be applied in online classroom. As stated by Yunus and Ahmad (2020), through *Google Classroom*, the teacher will improve their productivity and meaningfully teaching by efficiently managing assignments, increasing collaboration, and improving communication. Similarly, Debbyanti and Subekti (2022), Okmawati (2020), and Ratnaningsih (2019) also stated that it is effective to use this platform since this media enhances writing as well as speaking skills in the form of assignments. Therefore, both schools and teachers should consider in providing students by e-learning that can be attractive for the students.

It is clear to state that *Google Classroom* is an interactive learning media application that commonly used in teaching and learning process especially during shift-learning. This media helps the teacher easily in delivering their material through online. Besides, the students can upload their work so that the teachers can give feedback or comment toward their writing. In addition, this media is easy to access and free so that both teachers and students will not get

trouble in using this media, they may have internet connection so their teaching and learning process can be run optimally.

CONCLUSION

As the learning media, *Schoology*, *Padlet*, *Facebook*, *Edmodo* and *Google Classroom* make the learning more accessible, personalized and provide students with richer educational experiences. Moreover, combining technology in the teaching and learning process like the use of learning media application helps the learning process run well. Those learning media have their own characteristics as well as features that can be used by the teachers in creating some activities relating to the writing so that the students are not going to get bored in learning the materials. They also have some advantages and disadvantages. However, some previous studies that concerns with each media stated that even though those kinds of media have a weakness in internet connection, *Schoology*, *Padlet*, *Facebook*, *Edmodo*, and *Google Classroom* are quite effective for teaching writing in online classroom.

Teacher can choose an appropriate learning media application based on the situation like the students' internet connection and their smartphone which can access it easily. The teachers also should consider the learning media that they use based on their learning activities related to writing skills.

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