

Applying Screencast and Google Classroom Application for EPT Online Course

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Abstract— English is a two-credit subject that offered to non-English Department students in Universitas PGRI Madiun for the whole four years. Furthermore, taking the English Proficiency Test is one of the requirements for students before they graduate from university. Unfortunately, most students are not familiar with the test style because they only learn basic English which clearly different from the material in English Proficiency Test. The aims of this study are to investigate how the implementation of using screencast and google classroom in English Proficiency Test online course, and how the students respond of using screencast and google classroom in learning English proficiency. The method of the research is a descriptive qualitative; the data are collected by employing questionnaires and observation. The total of a subject is 40 from second, fourth, and sixth-semester students from various departments. The results of the research were both screencasts and google classroom can be used as practice tool via online every time and everywhere, applying screencast and google classroom is one way to maximize using technology in the learning process, students' self-discipline is one of the problems in Test Of English as a Foreign Language online class.

Keywords—screencast, google classroom, English proficiency test, online course

I. INTRODUCTION

The first international language in Indonesia is English, while the second one is Chinese [1]. In higher education, English is offered as 2-3 credits course which taken on students' first year. The teachers commonly deliver the materials regarding the use of tenses and parts of speech. However, those are already taught in students' elementary and middle schools. The curriculum in higher education should be more practical to prepare them facing academic and work activities such as reading a journal, writing and presenting research, having an interview or discussion, and taking an English proficiency test.

The last-mentioned item functions as the key to several doors including the door to graduate from university and each university have their own standard scores. Due to the lack of introduction and practice, students are not familiar with the type of questions on the test. They rarely ask or find out its tips and tricks, thus they should take the test more than once to reach the bar. Moreover, a similar test will be taken as one of

the requirements to get a job in some institutions. Thus, sooner or later, students must prepare this test.

In promoting the success of language learning, the use of technology on teaching foreign language or the implementation of Computer Assisted Language Learning (CALL) is proven to serve positive impacts such as changing the conventional teaching strategy which relies mostly on teachers' input into students' independence on finding new information and its practical functions [2]. In addition, teachers have handy platforms where they can assemble all teaching materials including books, assignments, videos, pictures, quizzes [3]. While for students, it is not only for escalating their score on the preferred subject but tech-based media also encouraging students' memory to remember the material [4], analyzing and evaluating their learning result [5], [6], and sharpening critical thinking [6],

Considering the urgency of the English proficiency test at the university level, this study aims to employ the applications of screencast and Google Classroom to support English subjects. The implementation of those media to teach English proficiency test and students' response toward them are elaborated below. The test is TOEFL ITP based since it is most widely adopted in Indonesian universities and easier to learn, and has a reasonable price as well. Furthermore, Google Classroom is picked up because it is user-friendly that can connect both educators and students. As long as the participants have Google emails, they can directly access the app from their mobile phones or laptops for free. In addition, students are already familiar with other menus on google namely; document, sheet, drive, slide, and form. Lee [7] said that Google Classroom is able to maintain students' score progress and they feel convenient in using it. On the other hand, screencast offers simplicity on making videos that focus on the audio of the teachers and the visual of the material without using many cameras. Basically, it records the screen and is served in many names for different products [8].

II. METHODS

This research was descriptive qualitative. The methods of collecting data were analyzing questionnaires and observation. The content of open questionnaires is related to students' responses in using screencast and google classroom applications as media in learning. While in the observation phase, the researcher observed activities and discussions from

google classroom (online). For analyzing the data, there were some steps: describing the procedures and implementation of using screencast and google classroom application, analyzing observations in the learning process, analyzing the results of the questionnaires, and the last was formulating a conclusion.

The sample of this study was 40 participants derived from the second, fourth, and sixth-semester students from different departments, namely (English Education, Biology Education, Informatics, Management, Electronical Engineering, and Chemist department) of Universitas PGRI Madiun. The research was conducted in May-August 2019. The location for this study was Universitas PGRI Madiun, East Java, Indonesia.

III. RESULTS AND DISCUSSION

A. The implementation of using screencast and google classroom

Based on the schedule, the total of the meeting is twenty-three which was divided into two major activities, namely: learning and evaluating or discussing. There were ten materials were distributed related to TOEFL skills (listening, structure and written expression, and reading). The materials were explained by the tutor using screencast or screen recorder. Then students can play (if it is a video), read, and download the materials in google classroom.

Screencast or screen recorder also has another term called "QuickTime" in MacBook. Applying screencast is quite easy; just click the screencast application, then start the recording and upload the result to google classroom platform. The stages of applying screencast are as follows:

1. Tutors prepare the materials that will be recorded whether they are listening, structure, or reading skill.
2. Tutors start screencast by pressing the record button and begin recording their speech to explain the materials. Here, they can move the cursor to point an important element of the text.
3. Then, tutors review the recording and decide whether it is acceptable or not. If they are satisfied, the file should be saved.
4. Tutors upload the file into google classroom.

The online class was begun by giving learning contracts and delivering an explanation on how to use google classroom for students. Google classroom is a media where students read/ download the material, submit the exercise, and discuss with tutor and friends. After they got the material and done the exercise, the following day, there was an evaluation and discussion session. These are several stages in using google classroom:

1. The tutors explain google classroom application and how to use it including what menu that is very important.
2. The tutors prepare and upload the materials and exercises for each meeting. The organization of the file can be modified whether per skill or per meeting.

3. After the students handing in the assignments, tutors check students' work and discuss with participants related to their difficulty in doing the exercise and reading materials.

In supporting students' understanding by online class, TOEFL prediction tests also held three times (pre-test, post-test 1, and post-test 2). The first test was used to check students' prior proficiency before online learning. While the second and the last test were used to check students' improvement. Those three tests were conducted online by uploading the questions on the platform and giving the time slot based on the ITP standard and a range for students to upload the result up to 2.5 hours.

Furthermore, the next data were analyzing the questionnaires related to students' responses in using screencast and google classroom. There were three-point questions related to the strengths and weaknesses of applying screencast, applying google classroom and students' self-discipline. There are some results related to students' response in using screencast:

- a. The visualization of the video is clear and suitable with the material presented (87, 5%)
- b. The application is effective to use for students (90%)
- c. The application is efficient to use (83%)

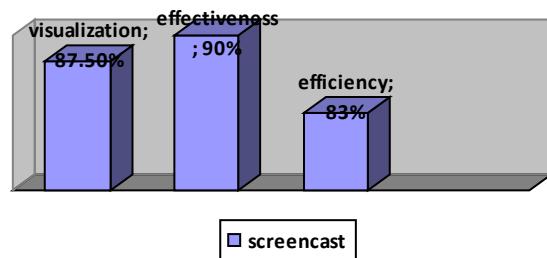


Fig. 1: Students' Response in Using Screencast

Next, here are students' responses related to applying google classroom in TOEFL online class:

- a. The application is effective to apply (80%)
- b. Google Classroom is efficient to use (85%)
- c. The content in google classroom wall is easy to understand 75%

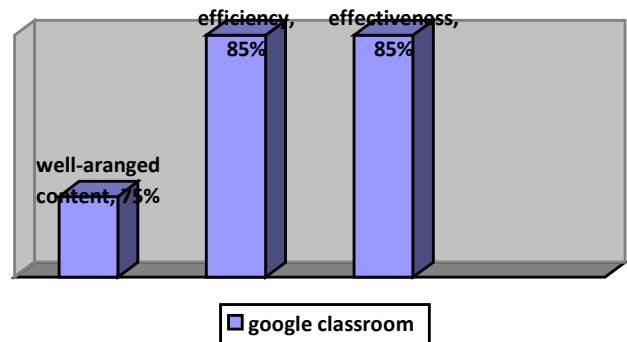


Fig. 2: Students' Reponse in Using Google Classroom

Then, the students' responses related to their strengths and weaknesses in joining the online class:

- a. Students' self-discipline in participating class (watching the screencast, submitting the assignment, and joining evaluation session) (20%)
- b. Students' activeness in taking part in the discussion session (12,5%)
- c. Students' willingness to learn more about the material (10%)

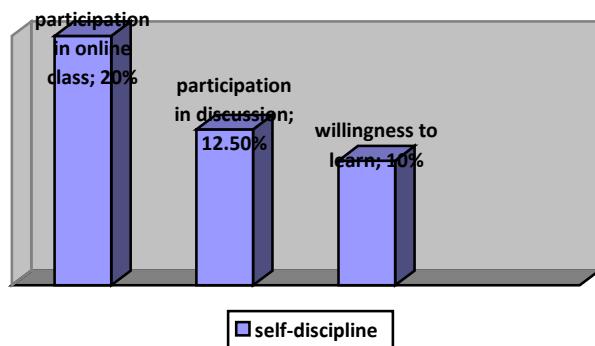


Fig. 3: Students' Self-Discipline

Based on the result, the implementation of using both screencast and google classroom in the TOEFL online class was applied well. After the tutors prepared the material, screencast video, and the content in google classroom platform, the students joined the online class by entering a particular code of this class. Making screencast video is not difficult, and the video's product is quite grabbing students' attention. Most of the students stated that it was the first time for them watching the explanation of tutors' material from screencast.

Also, by applying google classroom, students not only read and download the materials, but also submit their assignments, and discuss their difficulties with tutors and friends in the evaluation sessions. Google classroom wall is almost similar to other Learning Management System, such as Edmodo, canvas, and Schoology. This application can support the teaching-learning process in the online class.

Furthermore, based on the observation and the results of the questionnaires given, around 33 students have positive responses in using screencast and google classroom in learning TOEFL. From table 3.1 related to students' responses in using screencast, it can be seen that the effectiveness of using screencast is the highest aspect percentage among the visualization and efficiency. Thus, a screencast is appropriate to use in the online class, and the selection of using screencast as media in getting material is suitable for students' needs. Students can play, download, and access it everywhere and every time. Besides, the quality of visual and audio is clear and acceptable.

In addition, the percentage of effectiveness and efficiency in applying google classroom is similar to screencast, around 80%. Even, the "home" of google classroom is simple, only consists of: forum, assignment, member, and score. However,

google classroom provides many affordances, especially at the efficient workflow for tutors and students or participants. It supports the assignment's organization and class content in an online environment. Besides, one of the features in google classroom namely "forum", allows tutors to organize the posts that they add in the specific category, for example, announcement, assignment, questions, and materials. It will make the organization of the category more efficient. However, the percentage related to the arrangement of the topic was only 75%. It means that the "forum" wall as for instruction home was not well-organized, so for some meetings, it made students confuse in choosing appropriate material and exercise.

Next, the researcher also evaluated students' self-discipline. Based on the data, it can be seen that students' self-discipline is still low. Only around eight to ten students had good self-discipline participating in the online class. The others were often late in turning in the assignments. Also, from the data presented, only eight students who were active in joining the discussion. They were active to ask questions and discuss with tutors, while others only read the discussion message without giving comments. Then, the lowest percentage is related to students' willingness to learn other materials. Only two students tried to check and do additional exercises while others only accomplish the exercise given by tutors. Bad time management is one reason why students having a low percentage in self-discipline. They were often late in assignment submission and did not join the discussion session even though they said they were committed to the activity.

Thus, based on the result of the questionnaire, it can be concluded that screencast and google classroom applications can help students in learning TOEFL. Then, it could be described that the strength of using google classroom and screencast are: First, students got new media to learn TOEFL every time and everywhere (flexibility of place and time) as long as they were connected to the internet. Second, students could interact and discuss with friends and tutors in the evaluation session. Third, students could evaluate their ability in doing exercise after evaluation and discussion sessions.

In contrast, there is one weakness of using screencast and google classroom in the TOEFL online class; students presented low commitment to accomplish the assignment. To solve this problem, there are some recommendations: First, the tutors must organize the topic well-ordered to make easier students in reading the material, watching the screencast, and doing the assignment. Second, tutors must give motivation to students in online learning. Third, the tutors must give more detail information and instruction in google classroom.

IV. CONCLUSION

To sum up, the online teaching-learning process by using technology was applied well. Based on the questionnaires related to applying screencast and google classroom, over 80% of students gave an opinion that those applications were suitable to use in the online class, especially for two aspects, namely: effectiveness, efficiency. On the other hand, the online class also had a weakness, specifically in students' self-

discipline. After analyzing the research, there are some conclusions. First, both screencast and google classroom can be used as a practice tool online every time and everywhere. Second, applying screencast and google classroom is one way to maximize using technology in learning process. In addition, the weaknesses related to students' self-discipline can be solved by encouragement from tutors and by good organization of the home of google classroom.

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