OPTIMIZING COLLABORATIVE LEARNING: USING *GOOGLE CLASSROOM* IN BUSINESS ENGLISH CORRESPONDENCE CLASS

Philipus Suryo Subandoro
Eric Sulindra
Widya Mandala Secretarial Academy Surabaya
nanang@aksewms.ac.id
eric@aksewms.ac.id

Abstract

The recent learning trend has been put into practice collaboratively with so many aspects belonging to the core curriculum itself, such as Information Technology with its popular approach to collaborative learning. The study applied *Google Classroom* to the collaborative learning to maximize the learning in the classroom practice. The learning approach used is collaborative learning. The students utilized the collaborative features in *Google Classroom* to go beyond the limit of conventional learning such as time, space, and distance. The participants were the students taking English Business Correspondence Class of Widya Mandala Secretarial Academy Surabaya, Indonesia. The research found that *Google Classroom* was proven a supportive learning management system according to the students. Moreover, *Google Classroom* were proven useful to foster the process of writing process, during the revision stages. To sum up, *Google Classroom* were felt by the students to be the answer of 'mobility in learning' and to speed up the learning process, beyond time and spaces.

Keywords: EFL, Collaborative Learning, Collaborative Learning Software, English Business Correspondence, *Google Classroom*

Introduction

Collaborative learning has been famous throughout the world of education as one of the most powerful tools for optimizing the learning process of learners. Collaborative learning has been done by traditional classroom teachers using the traditional classroom utilities such as classrooms, white boards, markers and common LCD projectors. Now, the trends have reached the digital era and collaborative learning has also become 'digitalized'. More and more learning software that facilitate collaboration among the users appear and the term 'collaborative learning' now comes into a new shape.

The study investigated how a business correspondence class could be run partially through on line using collaborative learning software. The software could connect the learners and the tutor and they could communicate one another by chatting or submitting files. These features allow the learners to interact among themselves and at the same time allowing the tutor to join them as well. This situation creates a potential atmosphere of collaborative learning, if the features are made use effectively.

There are various options of similar 'collaborative software', with more or less similar characteristics

allowing interaction among its users. The study made use one of them and put it into an investigation. The investigation tried to reveal the advantages and disadvantages of using the software in terms of supporting the effectiveness of collaborative learning.

The study was trying to investigate the factors and characteristics of collaborative learning and how the collaborative learning software affects the learning of students in Business English Correspondence Class.

The study was implemented in two fields which were inter-related one another, English Language Teaching (ELT)/ English Foreign Language (EFL) specifying on English for Specific Purposes (ESP) and Information and Communication Technology (ICT). Therefore, the framework used was a collaboration of the two fields. From the ICT point of view, the tool used was a collaborative learning software, *Google Classroom*. From the ELT point of view, there were some theories on EFL teaching principles and the components affecting the learning success of EFL.

Review of Related Studies

Collaborative learning has been used widely in the educational world, including in language teaching and learning. This approach of learning then developed into a teaching method in any classrooms, including language classrooms. Collaborative learning becoming more and more popular in the past decades and many researches have been done upon it since then.

As the development of information technology continues, collaborative learning has been supported by technology, including collaborative learning software. This type of learning is helped by what is so called 'learning management system', a computer software that helps learner to manage learning by providing helpful features. One of the famous ones is *Google Classroom. Google Classroom* has many features that support collaborative learning in a classroom. Language classrooms are one of them that have made use of the advantages from *Google Classroom* features. In many language classes, with different effects according to the different characteristics of the classrooms.

There have been several studies concerning the use of *Google Classroom* or other learning management systems (LMS). In summary, these LMS are used for increasing the students participation (Ezekoka, 2014), developing relevant generic skills (Valcarcel. et all, 2014), to improve students engagement in learning and also their achievement (Maniunas, 2004), and to enhance the effect of collaborative learning itself (Chai, C.S. and Tan, S.C., 2010).

In terms of improving students' participation in the collaborative learning, Ezekoka (2014) found that the level of students' participation increased along the way with their engagement in the project. The respondents said that they participated more because of the reduction of time and space limitation.

Expanding more findings about students' participation, Valcarcel (2014) found that both students and the teachers felt satisfied with the learning process using ICT which impacted directly on students' satisfaction in learning. Thus, it also brought more positive attitude towards learning.

In Maniunas' research (2004), learning using ICT opened a wide range of creativity such as using games and

virtual tournaments for learning. These features also brought positive tone to the learning.

In the study made by Chai, C.S. and Tan, S.C., in 2010, they found that learning collaboratively using ICT brought impacts to the following area:

- Establishment of common goals
- Clear division of work/job sharing
- Clear individual and group accountability
- High interactivity
- Positive interdependence
- Mature group processing

Google Classroom Features

Google Classroom is a free service based on web platform which integrates Google Account Apps for Education with all Google Apps, including Google Docs, Gmail, dan Google Calendar. These features can be used together for supporting a classroom activity. The features have made used of many collaborative features such as collaborative editing, checking, and reviewing. Moreover, *Google Classroom* enables the users to interact one another and forming a collaborative activity.

Google Classroom saves time and also papers. The application make the lecturers easy to operate a classroom, such as distributing assignments, communicating and regulating materials.

Characteristics of A Class using Google Classroom

A class using *Google Classroom* will enable the members to be involved in a 'virtual' classroom activity, where each member can interact one another, like the usual interaction in a classroom, but without time and space limitation. There will be a teacher, or teachers, students, and a set of classroom activities such as submitting assignments, commenting, editing, checking on classmates work, receiving feedback from teachers, and of course, receiving assignments.

By having all these features of collaboration classroom activities, *Google Classroom* can be said as relatively supporting collaborative learning. All the coming needs to adjust with *Google Classroom* is computer literacy, especially for the senior generation of lecturers, and for the students who haven't been exposed a lot to Information Technology.

As having been mentioned by Chai, C.S. and Tan, S.C. (2010), *Google Classroom* has the potential of posing the following features as well:

- Establishment of common goals
- Clear division of work/job sharing
- Clear individual and group accountability
- High interactivity
- Positive interdependence
- Mature group processing

Google Classroom can establish a common goal for the learners by providing a clear platform of sharing the materials and consequently accessible for all the learners. The same reason affects also the clear division of work or job sharing as well as clear individual and group accountability, since all the learning participant will be able to see the instructions set by the teacher or the facilitator. The other features such as high interactivity, positive interdependence are clear effects of the collaborative features naturally possessed by *Google Classroom.*

Collaborative Learning in a Language Class using Google Classroom

In a language class, collaborative learning is usually taking place together with the aspect of

exchanging ideas such as peer reviewing, peer editing, and giving feedback. These aspects are usually conducted manually with papers and pens. The time is limited to the classroom meetings only and the reviewing, editing, and giving feedback are done with excessive focus maintenance, since it is done in a relatively lot of limitation (time, space, energy).

With *Google Classroom* in the class, potential time, space and energy limitation in conducting the lesson is expected to be avoided. There are several reasons of the potential ability of *Google Classroom* to get rid of these manual limitation:

1. *Google Classroom* is able to be operated within or out of the classroom.
2. The time of submitting assignments or checking the assignments is limitless, since it can be done everywhere as long as there is an internet connection.
3. *Google Classroom* operates all the classroom function such as editing, giving feedback, reviewing, checking, without the needs of all the classrooms members to be present in the classroom.
4. *Google Classroom* is able to fulfill the need of collaborative learning with complete function of a classroom.

Methodology

The research was qualitative with limited use of numbers and figures only for describing tools. The design of the study was Exploratory Research which is commonly used for Social Science Research. The pattern of the research was planning, acting, developing, and reflecting (Stringer's, Lewin's, Calhoun's, Bachman's, Riel's,

Piggot-Irvine's, and Hendricks's in Mertler, 2009). This study investigated how collaborative learning software was able to support the collaborative learning activity in a classroom. To conduct the research on investigating those research questions, the following steps of Classroom action research were conducted: planning, acting, developing, and reflecting.

The Planning Stage was identifying the topic, gathering preliminary information, reviewing related literature (as suggested by Mertler (2009), and an additional steps: designing an action plan, arranging a set of semi-structured interview questions, and preparing exercises for the students in line with the syllabus used in the classroom.

Developing an action plan was carried out after doing these two steps. Step one covered these elements: implementing the action plan, collecting the data through the research tools (semi structured interview, students' activity record at the classroom which will use *Google Classroom*, and observation (keeping the record using field notes). Step two was the analysis and the interpretation of the data. After the data analysis and interpretation, an important outcome: the findings, was used to develop the next action plan for developing and improving the use of *Google Classroom* for Business English Correspondence class. This developed action plan was the important goal of any exploratory research since this developed action plan was the tools to describe the result of the research.

Reflecting the whole process of the existing research was the last step of the research cycle. The research was conducted in three cycles. Each cycle

was closed with a reflection, a tool to prepare the next cycle.

Participants

Due to the Exploratory Research nature, and the purpose of the Classroom Action Research Methodology: to improve the class' teaching-learning-activity, the participants in the research were the students taking Business Correspondence Class from August to December 2017.

Due to the nature of qualitative study, the objective of the study was to explain the process: describe and map the pattern of how a teaching and learning using *Google Classroom* was conducted.

Research Instrument

Qualitatively, the research instruments were the writers themselves. They observed the learning process conducted by the students, recorded the observation, and analyzed the data. The researchers are assisted by interview questions list, students' scores and the features in *Google Classroom*.

The data collected were in two types: qualitative data and quantitative data. The qualitative data are the answers of students from the interview questions. Beside the answers of the interview, the students' paper work were also collected.

The second type of data collected is the quantitative data. This data is gained from the students' scores, both mid scores and the final scores. However, the research did not process the quantitative data further because the nature of the research was not quantitative. The quantitative data served for descriptive purpose, to support the findings gained through observation and interviews.

The data analysis was conducted for the two types of data. For the the interview results, they were grouped, decoded, and then interpreted using categories, and patterns. The students' work were also analyzed, seeing if there were similar patterns occurring or similar categories appear. The students' scores were also analyzed using descriptive statistics to find the common features such as the average scores, middle scores and the commonly appearing scores. Researchers then triangulated all the results of the data collection.

The analysis presentation consists of three major parts, namely the analysis on the students' interview result, the scores and paper work, then the discussion. These three topics are presented in this research report to show how the data are able to perform the pattern of how collaborative learning was going on using *Google Classroom* and how the students felt the impact of collaborative learning in *Google Classroom* facilities.

Data Analysis and Findings
Students' Interview Result

According to the interview and observation, *Google Classroom* has provided a significant support for the practice of peer reviewing and teacher's feedback. The following table shows how the students really enjoyed the features provided by *Google Classroom*.

Table 4.1.

most helpful features in *Google Classroom* in Business English Correspondence class

Sending email	Uploading/downloading materials	chatting	Teacher's feedback	Beyond time/space limit
33.33%	66.67%	16.67%	33.33%	16.67%

The most popular feature was uploading or downloading materials for lectures. 66.67% of the students considered that these features help them a lot during the Business Correspondence class. The second one was shared between sending email and teachers' feedback. The students felt that interactions with the teachers by getting feedback and emailing are crucial for their study. The last one was the ability for chatting among peers and the ease of access beyond time and space limitation. The students liked the way they were able to interact one another and they could do it whenever and wherever they wanted.

More specific to the writing of business correspondence, the students perceived that *Google Classroom* helped them in working on the writing process. They thought that *Google Classroom*:

1. Help in Finding Ideas for Writing
   The students considered the comment and the feedback in *Google Classroom* help them to generate basic ideas on what to write in the business letters. They found that the comment and the feedback during the process of writing triggered new thought and improved the details of the letters' content. The students felt that more ideas were added from peers and teachers such as to put due dates when it came to the letter asking information on a products, specification of a product requested, and important information. In the students' opinion, their friends could see where they were lacking and told them about it.

2. Help Organize Ideas in a Composition
   The comments given by peers and the teachers in *Google Classroom* also gave insight in terms of organizing the ideas in composition. They knew which part to put first and which one should be put in the parts after. However, according to the students' note, this organizing ideas is more to the teacher's feedback role. In their perception, the feedback from friends sometimes doubt them, because they still shared the common level of knowledge.

3. Help Find The Information Needed for The Writing Content
   The students perceived that the interaction in *Google Classroom* contributed them necessary information (such as suitable expressions, vocabulary, and common grammatical pattern). The information helped them to fix their mistakes in terms of suitable expressions, vocabulary, and

grammatical pattern. During the process of writing, the students made several revisions and they utilized the teachers' feedback, emails and chats with friends to find supporting information for finalizing their writing.

In the following tables (Table 4.2 and Table 4.3), the summary of general advantages of using *Google Classroom* for peer editing and teacher's feedback in learning Business English Correspondence is presented (in Table 4.3, the presentation is focused more to teacher's feedback summary roles in learning Business English Correspondence).

These two table shows the list of activities which the students were able to do when using *Google Classroom* to collaborate each other, not only with their friends but also with their teachers during Business English Correspondence class. In Table 4.2, **time saving, mobility, and interaction beyond "space and time"** are the three obvious features seen in the list (*time saving, easier to send assignment anywhere, easier to get the materials from the teacher, help students to interact…*).

Table 4.2.
general advantages of using *Google Classroom* for peer editing and teacher's feedback in learning Business English Correspondence

No	Advantages
1	easier to get the materials from the teacher
2	easier to send assignment anywhere
3	make the lesson more convenient
4	time saving
5	Help students to interact and communicate each other
6	fix the mistakes in the assignment
7	to share things we know, help each other

Table 4.3.
teacher's feedback summary roles in learning Business English Correspondence

No	teacher's feedback roles in learning Business English Correspondence
1	will decide whether the editing done by the peer correct
2	perceived as a resource person that can confirm whether the comment from peer is justifiable
3	to correct our mistakes, in the way we arrange the words, the sentences
4	still needed for confirming the information, need someone resourceful to ask questions.
5	needed to clarify findings from the self-exploration and browsing

In Table 4.3., the students listed the advantages of teachers' feedback (using *Google Classroom*) in learning Business English Correspondence. All the points show that the students needed to have a "resources-authority", someone who was in authority in the field of study, to 'confirm' and 'guarantee' that the information being used by the students

for their writing was 'authorized' or 'correct' (point number 1, 2, 4). Beside a 'resource-authority', the students also needed someone who could 'show the path' during their journey of writing (point number 3 and 5). In short, the features in *Google Classroom* made the students easier to interact with the teachers and helped the teachers to become a 'resource person' and 'path finder' for the students.

The interesting thing found during the research was, despite all the advantages of using *Google Classroom* admitted by the students, they said that they still needed the 'face to face' session during the study, at least a few meetings. The reason was that the students felt they had more focus and attention when they could 'see' the teachers, rather than just facing PC's or laptops. They suggested that for important parts of the lessons, these parts were presented in the 'face to face' session, instead of using *Google Classroom*.

Paper Work and Scores

The students' Mid-and Final scores show how they have made useful *Google Classroom* for their Business English Correspondence learning. The Mid scores and the Final scores show improvement; the average scores are increasing, for the assignment, test points and the total scores.

Table 4.4.
Students' Mid Scores

| Student Number	Student Name	Assignment	Mid Test point 1	Mid test point 2	Total Mid test
13003	Subject 1	60.00	28.00	18.00	46.00
13035	Subject 2	63.00	5.00	20.00	25.00
14033	Subject 3	70.00	25.00	18.00	43.00
15003	Subject 4	78.00	29.00	18.00	47.00
15007	Subject 5	76.00	26.00	22.00	48.00
15009	Subject 6	77.00	28.00	22.00	50.00
15013	Subject 7	69.00	16.00	22.00	38.00
15030	Subject 8	73.00	25.00	21.00	46.00
15034	Subject 9	66.00	29.00	12.00	41.00
15040	Subject 10	61.00	26.00	18.00	44.00
15042	Subject 11	64.00	27.00	20.00	47.00
15046	Subject 12	67.00	30.00	20.00	50.00
15053	Subject 13	75.00	28.00	23.00	51.00
15056	Subject 14	70.00	26.00	16.00	42.00
15058	Subject 15	75.00	31.00	26.00	57.00
	Average	69.60	25.27	19.73	45.00

Diagram 4.1. Students' Mid Scores
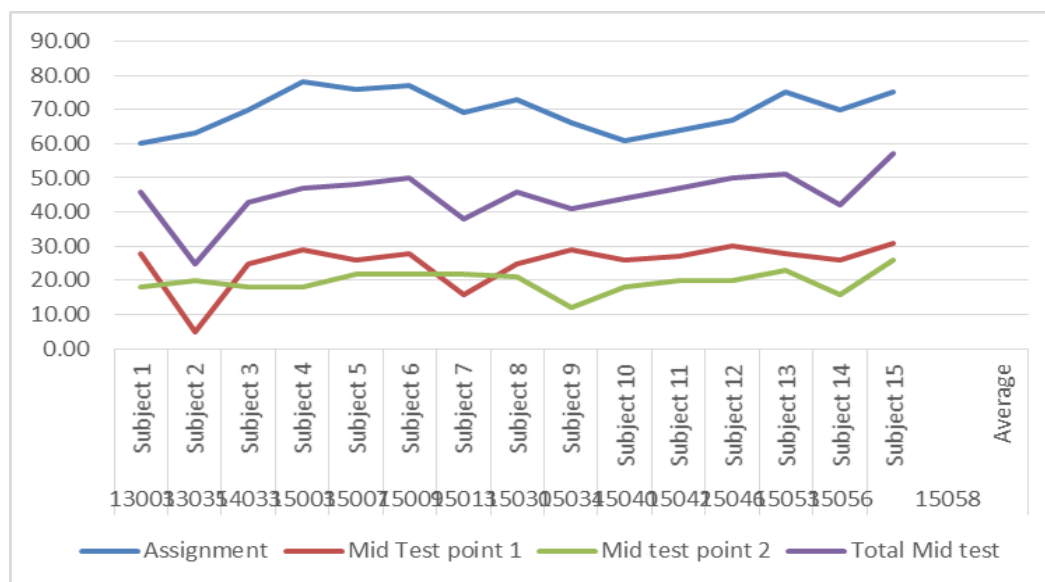
Table 4.5. Students Final Scores

Student Number	Student Name	Assignment	Final Test point 1	Final test point 2	Total Final test
13003	Subject 1	62.00	18.00	24.00	42.00
13035	Subject 2	61.00	23.00	22.00	45.00
14033	Subject 3	69.00	21.00	26.00	47.00
15003	Subject 4	81.00	20.00	29.00	49.00
15007	Subject 5	75.00	23.00	30.00	53.00
15009	Subject 6	76.00	15.00	23.00	38.00
15013	Subject 7	71.00	23.00	20.00	43.00
15030	Subject 8	75.00	22.00	23.00	45.00
15034	Subject 9	68.00	24.00	26.00	50.00
15040	Subject 10	63.00	25.00	25.00	50.00
15042	Subject 11	67.00	24.00	24.00	48.00
15046	Subject 12	68.00	19.00	23.00	42.00
15053	Subject 13	80.00	20.00	27.00	47.00
15056	Subject 14	74.00	19.00	20.00	39.00
15058	Subject 15	78.00	24.00	30.00	54.00
	Average	71.20	21.33	24.80	46.13

Diagram 4.2. Students Final Scores
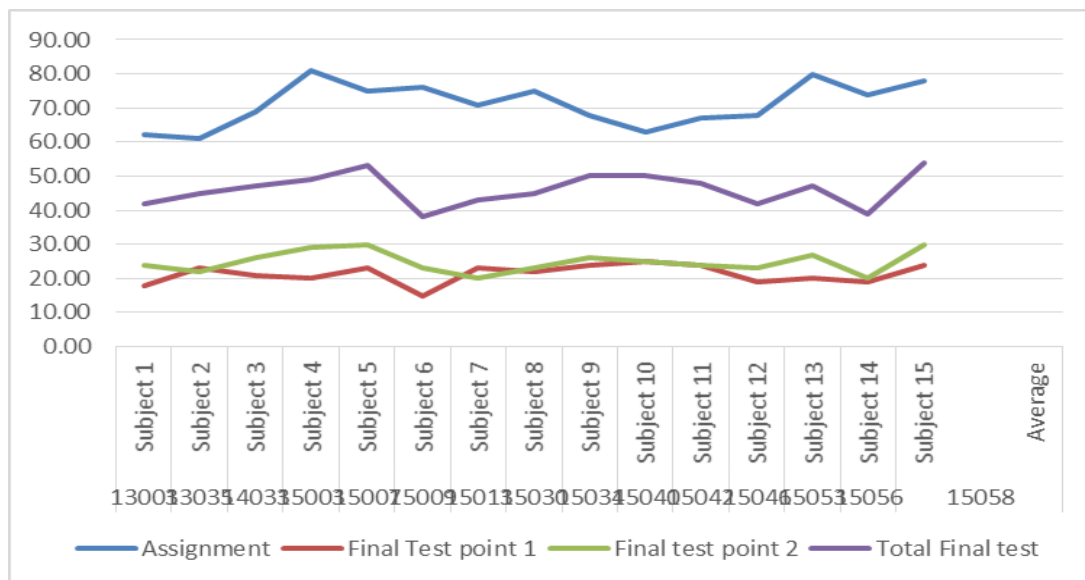
The diagrams also show a constant improvement of each score-component. They are seen as constantly increased, from the Mid-scores to the Final scores. These graphs describe how the outcome of the students' learning were affected by the use of *Google Classroom* during the learning process.

Even though *Google Classroom* has been perceived as a useful learning management system which focuses more in the process improvement, it has been proven as well that this software has been able to improve the outcome of learning. The effect, although in this study was proven only in a limited context (specific classroom in a specific area of study, in a certain higher education institution), still gives potential hope for the further development of a broader use in classroom learning with more modification and complexity.

The constant and steady increase of scores indicated two things: firstly, the maintained effect of *Google Classroom* usage and secondly, the reliability of *Google Classroom* in various learning context.

Regarding the paper work, the students' paper work showed that they continually and periodically revised their work following the advice from the feedback given by the peers and the teachers. Actually this findings also strengthened the phenomena shown by the scores as being described in the above paragraph: maintained effect of *Google Classroom* and reliability in various learning context.

Diagram 4.3. An Example of a Progress of Student's Paper Work

Final Draft
PT GLASS ENGINERING
6902 Inter-regional Highway
Austin, TX 9784

6 September, 2017

Mr. Robert Smith
Director
PT Lee Cleaners
142 Lenon Street, Suite
Los Angeles, CA 90031

Dear Mr. Smith

Brochure and Price List Product

Thank you for trusting our company and making us as your business partner, we appreciate your kind expressions of appreciation an are especially grateful for recent order of our washing machine for your company and I would thank you for your inteterest in PT. GLASS ENGINEERING.

I have enclosed a price list and data sheets which describe our washing machine. Hi-Tech Macbook and our full line of products that serve your necessary. That should helo you with our products the high quality of our equipment. And we are offering you goods of the very highest quality on unusually generous terms and would welcome the opportunity to serve you.

If you have any further questions about PT. GLASS ENGINEERING and our product, please call us at our toll-free number. Thank you again for your interest. We look forward to sharing your success.

Sincerely yours,

PT GLASS ENGINEERING

Elizabeth Laurent
Director

Medium Draft
PT GLASS ENGINERRING
6902 Interregional Highway
Austin, Tx 9784

6 September, 2017

Mr. Robert Smith
PT Lee Cleaners
142 Lenon Street, Suite
Los Angeles, CA 90031

Dear Mr. Smith

Brochure and Price List Product

Thank you for trusting our company and making us as your business partner, I would thank you for your inteterest in PT. GLASS ENGINEERING.

I have enclosed a price list and data sheets which describe our washing machine. Hi-Tech Macbook and our full line of products that serve your necessary. That should helo you with our products the high quality of our equipment. And we are offering you goods of the very highest quality on unusually generous terms and would welcome the opportunity to serve you.

If you have any further questions about PT. GLASS ENGINEERING and our product, please call us at our toll-free number. Thank you again for your interest. We look forward to sharing your success.

Sincerely yours,

PT GLASS ENGINEERING

Elizabeth Laurent
Director

TKM

PT GLASS ENGINERRING
6902 Interregional Highway
Austin, Tx 9784

6 September, 2017

Mr. Robert Smith
PT Lee Cleaners
142 Lenon Street, Suite
Los Angeles, CA 90031

Dear Mr. Smith

Brochure and Price List Product

Thank you for trusting our company and making us as your business partner, I would thank you for your inteterest in PT. GLASS ENGINEERING.

We are offering you goods of the very highest quality on unusually generous terms and would welcome the opportunity to serve you.

Sincerely yours,

PT GLASS ENGINEERING

Elizabeth Laurent
Director

TKM

After observing one example of the process in revising the business letter by one of the students, it can be seen how the students had progressed in terms of clarity, readability and accuracy of the business letter's content. The final draft of the student's paper work are marked with highlighted parts which shown that these parts weren't there in the earlier version of the work.

The progress proved how the revision process had been helped a lot by the teachers' feedback (the teacher gave revision every time after the students submitted their work through uploading materials features in *Google Classroom*). Normally, the revision should wait until the following class

meeting. This delay made the students easily forget what had been taught previously in the last class meeting. By using *Google Classroom*, the delay was bridged and the students could make the revision earlier since they could directly revise the work once the teacher gave the feedback (which was also faster because the teacher could work on the feedback wherever he wanted using *Google Classroom* and directly 'uploaded' the feedback.

Discussion

There is a paradox of the usage of *Google Classroom* and the Conventional Teaching Method. In one side, the use of *Google Classroom* is felt more mobile, faster and more convenient. On the other side, the students also felt that *Google Classroom* offered more complexity in the usage and grasping ideas during the lesson. It is seen in the following table.

Table 4.6. Comparison of *Google Classroom* and Conventional Teaching Method

Descriptor	Peer review/ teacher's feedback using *Google Classroom*	Conventional teaching method
Simplicity	16.67%	83.33%
Idea easy to grasp	33.33%	66.67%

However, this phenomena is able to be described by the following fact, that the students were still in the process of learning how to use *Google Classroom* (remembering that the software was firstly introduced in the lesson, and only used for one semester). If the study was continued and the students were then beginning to be familiar with the software, Table 4.6. above will surely be showing a different description on the students' opinion towards *Google Classroom*.

One interesting thing also found during the research was that the students in majority, 84 percent of the respondents, felt that the presence of the teacher in face to face communication in the classroom was still needed. The major reason was that they felt the teacher's explanation was more understandable for some points to some extent, compared to the result of their own exploration. This fact left the study with an important recommendation that teachers' presence-session was to 'collaborate'

with the use of *Google Classroom* in a learning sessions set.

Then, as the final parts of the discussion, the paper discusses the research exploration on the factors, characteristics, and recommendation of a successful application on collaborative learning using *Google Classroom* features.

What are the **factors of successful collaborative learning in Business English Correspondence Class using *Google Classroom***? The factors of successful collaborative learning using *Google Classroom* lies on three factors: the environment, the students, and the support system. According to the participants, they felt that the usage of *Google Classroom* sped up the data transfer such as uploading and accessing the materials from the teachers. This activity is affected a lot by the support system of the software such as the band-with connection, which internet provider is used by the institution, and signal quality. About the students, the internal

factors play major roles such as intrinsic motivation of learning. This internal motivation has a circular effect with the usage of *Google Classroom* itself since internal motivation is said by Valcarel (2014), Ezekoka (2014) and Maniunas (2004) is the result of ICT collaborative learning. By managing the students motivation well, ICT collaborative learning, in this case, using *Google Classroom*, has a significant effect on the progress of learning. The environment effect has closely relevant tie with how the learning environment in the school or institution has made use of technology, including *Google Classroom*. The environment is actually affects how the support system works. The more supportive the environment (namely, the decision makers and the policy maker, as well as the teachers community themselves), the more support the students get in applying the collaborative learning using ICT. Eventually, these three factors have an interdependent relations to one another to determine how successful the collaborative learning application using *Google Classroom*.

What are the **characteristics of collaborative learning using *Google Classroom*** in Business English Correspondence Class? After conducting the study, there are several characteristics of collaborative learning using *Google Classroom*, as follows:

1. The class should be literate in ICT
2. The class should be based on dynamic assessment and assignment. Dynamic assessment means that the process of giving assessment and assignment is based on the continuing process of students learning and adjustable with the current situation of the students. This is made possible since *Google Classroom* has no boundaries in terms of time and space.
3. The class should at least taught by a teacher who understands the principle of collaborative learning and not conventional learning. Giving trust to the students to conduct peer review requires trust and also training from the teacher the process of peer review needs teacher's supervision and continuing guidance.
4. The class should conduct evaluation and reflection every time a process of collaborative learning has been done. This is to maintain the proper practice of collaborative learning during the sessions using *Google Classroom*. Since the class is dynamic, it is easy to loose the path and out of the track if evaluation and control is not maintained. All the features in *Google Classroom* can easily made wrong by individuals in the classroom when controlling process is not around, such as uploading irrelevant materials and chatting out of the learning topics.
5. The class should require the teacher to be actively monitoring the chat and the paper work history in the *Google Classroom* to maintain speed of learning and to keep updating the feedback and comment upon the students' work.

These characteristics are subjects to evaluation and reflection since each class characteristic is unique. Not all practices in different classes can be directly adapted and applied without considering the class' internal stakeholders (students, teachers, support system).

What are **the recommendations based on the study to improve collaborative learning using *Google Classroom*** in Business English Correspondence Class? Seeing the result of the study, these are the recommendations for applying collaborative learning using *Google Classroom* in a class:

1. The class should be prepared with adequate background knowledge of collaborative learning and the features knowledge of *Google Classroom*
2. The application of collaborative learning using *Google Classroom* is monitored and controlled by the teacher who understand collaborative learning characteristics and standard features of *Google Classroom.* Without understanding the features of collaborative learning, a teacher will not be able to guide the students conducting the correct practice of collaborative learning and will fall short to the practice of conventional classroom. If the teacher does not understand the features of *Google Classroom*, the class will also not maximize the facilities in *Google Classroom* to improve collaborative learning.
3. The use of collaborative learning using *Google Classroom* should be evaluated and regularly adjusted or modified since there is no perfect teaching method without being modified or evaluated.
4. The practice of collaborative learning using *Google Classroom* requires commitment from the teachers, policy makers and the students.

Conclusion and Suggestion

The study has observed how the characteristics of a class of Business English Correspondence using *Google Classroom*, how the process of collaborative learning taking place with the help of *Google Classroom* features, how the results of the learning was, signaled by the students' scores and how the students felt towards the application of *Google Classroom*, shown by the interview results. The study, although requires further future research, had at least come to the following conclusion:

a. *Google Classroom* has been proven a supportive learning management system according to the students
b. *Google Classroom* were proven useful to foster the process of writing process, during the revision stages.
c. *Google Classroom* were felt by the students to be the answer of 'mobility in learning' and to speed up the learning process, beyond time and spaces.

Seeing the result of the study, the collaborative learning using *Google Classroom* is highly recommended for pilot projects in Classroom Action Research in various field, but specifically in Business Correspondence Area and related field such as Writing.

Further researches on how the modification and adjustment can be made to develop the area of usage and to improve the quality of collaborative learning in English for Specific Purposes are worth conducting. More reflection and evaluation on the current results of collaborative learning are suggested to be done by educators in English Language Teaching using ICT.

REFERENCES

Chai, C.S. & Tan, S.C. (2010). Collaborative Learning and ICT. In C.S. Chai & Q.Y. Wang (Eds.) ICT for Self-Directed and Collaborative Learning. Singapore: Pearson/ Prentice Hall.

Ezekoka, Gertrude K. (2015). Maximizing the Effect of Collaborative Learning through ICT. Procedia (Social and Behavioral Sciences 176, Pp. 1005-1011). Elsevier.

http://dx.doi.org/10.3916/c 42-2014.06 (retrieved on 6 August 2018)

http://eltj.oxfordjournals.org/content/48/1/101.full.pdf (retrieved on 15 June 2015; 15:55)

http://www.sciencedirect (retrieved on 6 August 2018)

http://www.teslcanadajournal.ca/index.php/tesl/article/viewFile/1052/871 (retrieved on 15 June 2015; 15: 45)

http://www.teslcanadajournal.ca/index.php/tesl/article/viewFile/697/528 (retrieved on 15 June 2015; 16:15)

Judith Nadell, Linda McMeniman, John Langan; *The Longman Writer: Rhetoric, Reader, Handbook*. 2003: Pearson Education

Kim, Julia E. (2012). *Providing a Sounding Board for Second Language Writers* Featured Articles from TESOL Journal Volume 3 Issue 1 March 2012 pp. 33-47; http://onlinelibrary.wiley.com/enhanced/doi/10.1002/tesj.2/2015/4/19: 00:35:24 (retrieved on July 30, 2015; 16:26)

Lee, Carol. D. (2000). Signifying in the Zone of Proximal Development. In Carol D. Lee and Peter Smagorinsky (Eds). *Vygotskian Perspectives on Literary Research.* New York: Cambridge University Press

Lin, Benedict. (2006). Genre-based Teaching and Vygotskian Principles in EFL: The Case of a University Writing Course. *Asian ESL Journal. September 2006*

Lipscomb. Lindsay, Swanson. Janet, & West. Anne. (2008). *Scaffolding, From Emerging Perspectives on Learning, Teaching and Technology.* The University of Georgia

Maniunas. Renante P. (2004). ICT and Cooperative Learning: Reinventing the Classroom. University of the Phillipines in the Visayas Cebu College. Professional Education Division.

Mertler, Craig A. (2009). Action *Research—Teachers as Researchers in the classroom*. Sage. USA.

Morgan, Brett; Fuisting, Bjorn; White, Jeremy. (2014) *University Student Attitudes Towards Peer Review in EFL Writing: A Quantitative Study*. Ritsumeikan University, Kusatsu, Japan: Language Education in Asia, 2014, 5(1), 93-116. http://dx.doi.org/10.5746/LEiA/14/V5/I1/A08/Morgan_Fuisting_White (retrieved on July 30, 2015; 16: 15)

Mullen, Karen A. (1977). Using Rater Judgements in the Evaluation of Writing Proficiency for Non Native Speakers of English. In Brown, H Douglas., Yorio, Alfredo Carlos., Crymes, Ruth H. (Eds.). *Teaching and Learning English as A Second Language Trends in Research and Practice*. Washington D C: TESOL

Murray, Donald M. (2004). *A Writer Teaches Writing*. Canada: Thomson Heinle

Ngadiman, Agustinus. (2008). *The Writing Process of The English Department Students of Widya Mandala University and Its Effects on The Quality of The Composition They Produce*. Research Grant Proposal. Widya Mandala Catholic University Surabaya.

Nunan, David. (1992). *Research Methods in Language Learning*. Cambridge University.

Pech, William C., Buckingham, Thomas. (1984). Writing From Experience: A Composition Program for Intermediate Students. In Bouchard, Donald L., Spaventa, Louis J. (Eds.). *A TEFL Anthology*. Washington D C: English Language Program Division Affairs.

Piki, Andriani (2008). The Visions and Challenges of ICT for Collaborative Learning: A Review of the Literature. Themes and Science and Technology Volume 1, Number 2, 2008, Pp. 113-134.

Rumelhart, David E. (1980). Schemata: the Building Blocks of Cognition. In Spiro, Rand J, Bruce, Bertram C, and Brewer, William (Eds). *Theoretical Issues in Reading Comprehension Perspective from Cognitive Psychology, Linguistics, Artificial Intelligence, and Education.* New Jersey: Lawrence Erlbaum Associates, Publishers Hillsdale.

Valcarcel. Ana Garcia, Basilotta. Veronica, Lopez. Carmino, (2014). ICT in Collaborative Learning in the Classrooms of Primary and Secondary Education. Media Education Research Journal, Pp. 64-74. Salamanca (Spain)

Wang, Qiang, and Thorne, Christine. (1996). Action Research in Language Teacher Education. *ELT Journal 50 (3)*. July 1996. Oxford: Oxford University Press.