Online Teaching in Writing by Using Means of Slack Application

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Abstract

This study dealt with online teaching by using ICT in teaching writing skill. This study aimed at investigating the writing activities, the teacher's perception, and students' perception toward the process of teaching online by using means of slack application in students' writing skill. A qualitative design with a case study approach was employed in this study. The data were collected by using classroom observations, interviews and Likert-Scale Questionnaire. The participants of this study were the students at one of senior high schools in Tasikmalaya. In analyzing the data, thematic analysis was used. The findings showed that the teacher used three steps in optimizing slack application in an online teaching writing; Introducing, memorizing and giving feedback were the strategy in teaching online by using slack application in classroom. This study suggested that English teachers need to apply Online Application as a system and tools to support the teacher in how to give a task, plan the lesson, and empower their teaching practices.

Keywords: Online Teaching , Online Application, Information and Communication of Technology (ICT), Slack Application, Writing.

Introduction

Nowadays the improvement of technology learning is one of the most important thing to face in the globalization era. Meenakshi (2013) stated that the use of technology in classroom can empower teachers and learners, and make significant contributions to learning and achievement. Then, the best way to maintain the connection between online educates and technology is through ensuring that

technology in learning should be "delivered" by teachers who have fully qualified and interest in online teaching such as in a web-based environment.

Teaching with technology can offer teachers conveniences which is not available in traditional classroom settings; for example, at-home office hours and flexible work schedules. Online teaching can expand existing curriculum to students in a regional, national, and international level.

ICT in education is divided into three dimensions of intended, implemented and

 achieved curriculum. The intended refers to the process of teaching and learning described in terms of achievement targets, and educational processes defined at the national school system level (Print, 1993). At the classroom level, the intended refers to the learning goals or objectives of a lesson. Moreover, Implemented refers to the educational processes happening at the school and classroom levels, and it is described in terms of learning opportunities for students.

Many different terms are used to describe ICT. According to Taylor (1980), Solomon (1986) and Jonassen as cited in Ramezani, et al., (2010), they argue that ICT in teaching and learning process is cognitive mind tools in providing the effective teaching. He also identifies the role of ICT as a tool to support and enhance the existing curriculum that enables more effective delivery of the curriculum.

The use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components (Jamieson-Procter et al., 2013 in Ghavifekr & Rosdy, 2015, p. 2). In teaching and learning English, the use of media can be classified into several categories. The media could be printed or traditional and electronic. The ICT tools cover any technology products, devices, or systems which store, retrieve, manipulate, receive, transmit, or disseminate information in various forms.

In learning English, there are lot of skills that the students need to master, such as writing, speaking, listening and reading skill. Writing is one of the most challenging skills in learning English, and it becomes another challenge for the teacher who teaches writing because teacher does not only deliver the structure of text in teaching but the

teacher also needs to teach the student on how to use lexis and grammar (Hyland,2003).

There are a lot of applications that can be used by the teacher as a made of ICT in teaching writing. Such as: Edmodo, Google Classroom, Slack Application and so on. This study focused in analyzing the use of Slack Application in EFL Classroom and how the teacher and student perceived the use of Slack Application in teaching and learning English.

Several previous studies which studied the use of application in teaching English writing argued that the use of application in teaching and learning was an effective tool in improving the students writing skills (Rodriguez, et.al, 2012). Moreover, Azmi (2017) and Agca and Ozdemir (2013) argue that the use of digital technologies can shape students with writing myriad ways which includes generating ideas, composing, revising, editing, from a single word to a lengthy essay. However, this study tried to analyze and explore the teachers and the students' perception toward the use of writing skills application. Thus, the study was aimed at: 1) Investigating activity teacher on teaching online by means of slack application in students writing skill; 2) finding out the teacher's perceptions in teaching writing by using means of slack application and 3) Finding out students' perceptions toward the learning process by employing means of slack application in writing skill.

Research Methodology

Relevant to the purposes of the research, this study employed a qualitative research design with a case study approach as this design is very relevant and suitable to the present study. Moreover, Qualitative design is suitable to reveal the value of teaching and learning, understand feelings, and perception that underline and influence behaviour. Qualitative research is concerned with developing explanations of social phenomena (Hancock, 2002).

Furthermore, Merriam (2009) stated that qualitative researchers are interested in understanding people that is how people make sense of their world and the experiences they have in the world. Qualitative design is suitable to this present study as

this study gained the data from class observation, a small group of participant, and interview (Coll & Chapman, 2006). Qualitative design is a multi-method in focus, involving an interpretative, naturalistic approach to its subject matter, which means that the researcher sees the things from different angle or point of view (Malik & Hamied, 2016).

A case study design was conducted in one English Club with one teacher in one of vocational senior high school in Tasikmalaya. To enhance the validity and reliability of the study, there were several phases conducted in collecting the data. This study employed three different kinds of data collections namely observation, interview, and questionnaires

In analyzing the data, the researchers used thematic analysis. To ensure data trustworthiness, multiple sources were employed as data collections which commonly known as triangulation as proposed by Miles and Huberman (1994) in Malik and Hamied (2016). Malik and Hamied (2016) stated that in qualitative design, triangulation focuses primarily on identifying of social interaction and situation.

It can be assumed that that theory and framework should have relevance in conducting a study. Moreover, Gay et.al. (2009) defined that triangulation as the process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of what is being studied and to cross check information. In triangulation technique, all data were interconnected to the previous studies and several current phenomena existed in the society through the point of discussion (Malik & Hamied, 2016).

Findings of The Study

After collecting the data from classroom obsevation, teacher's interview, and students' questionnaiers, the writer got several themes from similar codes to answer each of research question.

1. ***How does the Teacher Apply Teaching Online by means of Slack Application in Writing Skill***

The results of the observation showed that the teacher used several steps in teaching writing by using of slack application. Based on the results of the observation

there were three themes related to the steps of the implementation of Slack application in teaching writing; introducing

A. Introduction

In the first step, the students were introduced about the definition of slack application. In line with this, CMC (Computer Mediated Communication) by using means of Computer and people in network. CMC tools are used for content related communication, task planning, and social support (Hrastinski 2008). CMC technology allows students to access any learning website to learn a language at their own pace, at any time, and in any location. See the excerpt 4.1:

In this step, the teacher explained the advantages of using slack application in learning writing to the students. In this case, the use of CMC (Computer Mediated Communication) can make the process of teaching and learning becomes interactive. Here, the students did not only learn by using textbook, but also learnt everything about writing through web source.

the teacher asked the students to install the application and asked the students to join in the group by using email which has been created previously. Actually, the teacher use Bahasa Indonesia in this step to make the students more understand and they can really join to the material to the aim of teaching activity

After that, the teacher introduced the material that will be discussed for today. The material is about Narrative text. However, before starting the material, the teacher made a channel in an application to make the students easier to communicate through application

B. Memorizing

In the second week of observation, the teacher asked the students whether they remembered to the slack application. This second step was called memorizing. Furthermore, the teacher also introduced the material that will be discussed today.

According to the data, in pre-activity the teacher used introducing and memorizing to the students as it can be very useful for the students in teaching by CMC. Saondi and Suherman (2012) argue that a teacher is a person who helps others to acquire knowledge, competences or values. Furthermore, pre-activities is very

important in teaching and learning process. Beside it would made some interaction between teacher and students, it would eliminate strained between them. Especially for students themselves. They would have some interesting conversation to start the lessons.

C. Giving Feedback

In the second week of observation the teacher continued the discussion which is about narrative text. Here, it was found that the teacher asked the students to submit what they found about narrative text from the internet and the students needed to explain what they have already found. It can be seen from the second week of observation, the teacher responsed students' answer with feedback. As it have been discussed in several studies that in teaching and learning activities, feedback is one of an important component in teaching and learning. Lewis (2002) in Noor, et.al. (2010). Stated that feedback is a form that guides the learners and an approach on improving students' performance to the correct work.

According to the data taken from classroom observation, the investigation showed that the debatable topics have a great effect in promoting in-depth learning through discussions. In other words, topics should be not only based on students' interest, but also relevant, meaningful, challenging to provoke students' thoughts in online discussions (Wang et al., 2009). Moreover, feedback was also given to the students. Bloome, et.al, (2005) stated that content issues are the same for verbal as for written feedback, both of feedback gives information to the teacher and the students are doing relative to classroom learning goals.

As the result of the first research question were examined that the use of language use by the teacher and the students of a speech community in using SLACK application in real teaching and learning practices gives high impact to the students' interest in learning. It involves looking at both language form and language functions and includes the study of both spoken interaction and written texts (Rashidi & Rafieerad, 2010). Furthermore, the result of teacher's strategy in teaching writing by

means of Slack application can be concluded that the teacher use several strategy, there are:

a. Identification (Students posting a with no feedback or extra influence)

b. Definition (Students posting with teacher's comment)

c. Exploration (Sharing ideas with the teacher in the comment corner in the application individually).

d. Evaluation (Teacher's feedback as a reflect to the students' work)

To conclude, the results of the observation had been analysed and correlated with the theory of teaching practices. Seng and Choo (2008) stated that using ICT in education helps the teachers to use a lot of resources, media or video as a source in teaching activities (Seng & Choo, 2008).

2. Teacher's Perception on Teaching Online by means of Slack Application in Students' Writing Skill

In this present study, 5 interview questions were asked to the teacher that were developed based on relevant theoretical frameworks of this study. The focused of the interview was divided into several categories. The first set of questions were asked to find out the teacher's strategy and the technique to use slack application in general. And the last set of questions were asked to reveal the strategy used by the teachers and the implication to the students' improvement in writing skills. Based on the results of the interview, there were 5 themes related to the perceptions of the teachers toward the use of Slack Application in teaching writing. Each theme was described as follows:

A. Teaching by using technology has the potential improvement to the students in learning practices

According to the first set of question, it can be concluded that teaching writing by using technology has the potential improvement to the students in learning practices. It is similar to Joyes and Chen (2006) who argue that online education provides teacher and the students with a new and potentially more accessible mode of professional development that also has the potential for building an online learning community of practitioners where teachers can share their thoughts and learn from

each other. Moreover, by using technology in education having a strong sense of personal responsibility, exercising via continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process (Smith, 2000). It is also based on the results of the interview to the teacher as follows:

> *(Applying slack application in teaching writing skill can help the students to find easily many thousand sample of material in the internet, and the students can rewrite again on slack and send it back to me, so as that I can review what they have already found from the internet, but the problem here is the access itself, I think when we want to move to the new era of teaching and learning strategy, we should have the access to the new era itself-Original version) (Personal communication, 2019)*

Furthermore, several problems were found in online teaching practices, such as the access to the internet, the facilities, and the skill in operating the facilities. Compton (2009) also argue that there need to be more concerted effort as the increase in online language learning which has not been matched with teacher training for language teachers beyond the technical and software specific skills. It should be noted that for the purpose of this literature review, the improvement of new trend and era in education should be followed by the facilities.

B. Teaching by using technology can helps the students to be more active and serious in teaching and learning practices

Based on the results of the interview, the teacher assumes that by using application in teaching is the strategy to make the teaching practices become varied. It can help the students to be more active and serious in teaching and learning practices. Several studies showed that application as an online tool has the potential to engage students in a wide range of activities that promote students' skill and competences (Shahsavar & Hoon, 2010). It can be concluded that promoting students' engagement in the classroom by using online technology is the new technique in teaching and learning practices in this new era (Ke & Suzuki, 2011). Thus, it needs more concern that using application in teaching English is very important to be used. It is also based on the results of the interview to the teacher as follows:

> *In teaching English for Indonesian students, we have to be creative, we have to make sure that the students follow the instruction and pay their attention to the material in the classroom, so they will not get bored to learn English as we*

know that English is very difficult to learn for Indonesian students because we have a lot of languages that we learn in our daily life. I think that it is my strategy behind the use of slack application in my teaching practices-Original version (personal Communication, 2019)

C. The use of slack application can be another way in helps the students to improve their understanding to the material

Based on the results of the interview, it can be concluded that the use of slack application can be another way in helping the students to improve their understanding to the material. It can be assumed that the use of application can give the effects of instructional method and content, together with an account for any learning improvements that may be observed with the use of application. The result of the interview is as follows:

In my classroom, I will use the slack application when the students have trouble in understanding material. For example, when the students don't understand to what extend the narrative text is, or be like what narrative text is. Then, I will bring them to use this application so then they will learn by theirself from what they found from the internet. Then, we can discuss it directly and giving them for example feedback and review according to what they found directly from the internet-Original version (Personal Communication, 2019)

In addition, Mbangwana (2008) also agree that the use of online application and technology in education change mindset of method and effect to a potential education. The use of application in teaching is that the teachers can provide support, but need to resist taking on the responsibility for idea improvement. Instead, their task is to help the students take on such responsibility and knowledge improvement (Hsu & Sheu, 2008). It addition, by changing the teaching method from traditional teaching method to the classroom teaching by using technology in this case to improve their skill, knowledge, motivation, and achievement in teaching and learning process can be another way in new era of education.

3. ***Students' Perception on Teaching Online by means of Slack Application in Writing Skill.***

To answer the last research question, the students' questionnaires was delivered to students to figure out the influence and the perception of the students toward the use

of slack application on the students' writing competence. 6 questions were asked to 5 students from one of English club focusing on the students' perception in the use of slack application by means of writing skill. Ethical principles in conducting research involve the consideration of informed consent, minimization of harm to the participant in research, anonymity and confidentiality was conducted in this present study. It can be concluded that confidentiality must be assured in order to protect peoples' identities and the research location from the unwanted exposure. In addition, the identities of the respondents who were involved in this study were then protected as their zone of privacy (Stake, 2010).

The questionnaire contains selection appeals or agreements of the subjects. Closed-ended questionnaire items were used in this study to get information from the samples by using *Likert Scale*. Closed-ended items do not require the respondents to write freely but they just have to choose some items in the questionnaire such as 'agree' and 'disagree,' etc. (Dornyei, 2007).

In addition, the selection appeals intent on qualitative design that consist *Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree* (Likert Scale). Likert (1932) cited in McLeod (2008) claims:

> *Likert Scale is the principle of measuring attitudes by asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them, and so tapping into the cognitive and affective components of attitudes.*

Based on the data gotten from the questionnaires, the data were listed in the tables to be counted for finding the amount and the average of all the choices of subject in this present study. After this step the data processing were continued to be drawn descriptively as the process layout in this section.

Table 1. Questionnaires results

T	Q1	Q2	Q3	Q4	Q5	Q6	%
SA							
A	3	1	3	4	2	4	55%
U	1	2					10%

D	1	1	2		3		25%
SD		1		1		1	10%

According to Q1 and Q2 it can be realized that the result of students' responses to questionnaire items, it can be concluded that 65% argued that the use of slack application is very helpful to improve students' writing skill and competence. It is similar to Aghaee and Keller (2016) who stated that slack is a system useful to facilitate communication, enhance collaborative learning, and improve the quality of writing.

However, there were some disagreement as it can be seen in Q3 and Q5 that 25% and 10% students argued that they found some difficulties in using slack application according to the facilities and the device that they need to use.

It is relevant to Ke and Suzuki (2011) they argue that there were several obstacles to the integration of online application and education, for example on the equipment, the quality of second-hand equipment, the processing applications, and the infrastructure.

The results of the questionnaire proved the existence of a positive relationship between slack application and students' writing skill as a mediating variable between interactional teaching and second language learning. Hence, the use of slack application can change the education mindset and improve students' understanding to sub of writing and the material in the classroom. It is similar to the several researchers who argue that it is interesting to note that while the integration of ICT in education has lead to changes in pedagogical approaches in formal education in several different countries (Mbangwana, 2008).

Furthermore, the findings of online teaching by using application provide the teacher and the students with interactive services, in which they have control over their own teaching and learning progress (Ajjan & Hartshorne, 2008 as cited in Cao, et.al, 2013).

Discussion

The results of the observation showed that the teacher used several steps in optimizing CMC (Computer Mediated Communication) in teaching writing. The first one is introducing, the second one is memorizing, and the third one is giving feedback in teaching practices. In regards to the concept of teaching, it has been commonly known that teaching is not only about transferring knowledge to the students, but also guide them to know, act and apply their attitude, knowledge, and skills to their daily life (Brown, 2001). However, teaching is about collection of teachers' action in the classroom. There might found pedagogy sharing, lesson plan, instructional design, and managing group of classroom (Cohen, et.al, 2003).

From the data above, it can be concluded that by using slack application it can be assumed that it is useful as teachers' strategy in improving students' achievement, skills, motivation, and competence in writing skills. Meenakshi (2013) stated that the use of application in classroom can empower teachers and learners, and make significant contributions to learning and achievement. Moreover, the use of application and technology in education increases the flexibility of education, so that learners can access knowledge anytime and from anywhere (Amin, 2013).

However, online teaching provided the teacher and the students with interactive services, in which they have control over their own learning progress (Ajjan & Hartshorne, 2008 as cited in Cao, et.al, 2013). Similar to Rave, et.al (2008) they argue that an online teaching and learning application help the pupils to understand the material in teaching with a visual and practical case.

In addition, in language education, the use of slack application adjust the necessary to adopt new knowledge and skills and achieve the desired results. Thus, it is generally argued that online teaching by application recognized the students'

experiences in their learning. With a various teaching methodology the students can maximize their acquisition of knowledge (William & Lutes, 2013).

This present research suggests slack application facilitates students' engagement cognitively through the menu on the application. This is a delight fact since basically students' engagement accommodation in learning is one of the promises offered by e-learning or blended learning (Clark & Mayer, 2011).

Moreover, concerning the relation to the previous studies related to the integrating an online application in school environment was the same as the research from Agca and Ozdemir (2018). They found that the importance given to foreign language with the development of information and communication technologies which is lead to the innovations in teaching activities. This present study also found that the use of mobile assisted learning environment or as it called as assisted application which has increased students' level of writing ability for the target learning. Students show the mobile device usage as innovative and funny applications in learning a language. Mobile learning environment created curiosity for students and made the learning activity more attractive with motivating them in positive way.

Then, this research result concerning the benefits of using ICT in the EFL classroom was in harmony with Azmi (2017). He argue that that the use of Info-Tech in the EFL classroom can improve and enhance students' language acquisition and substantially motivate the students to continue their learning and stimulate their creativity and passion. Similar to Agca and Ozdemir (2018) and this present study, the use of ICT as media in the language classroom boosts autonomous learning, maximizes targeted outcomes, motivates learners and helps them improve their performance in the EFL classroom.

From those previous studies above, it can be realized that the benefit of an online teaching by using online application in classroom environment could be the role in their learning strategies made by the teacher. On the other hand, the result of students' questionnaires about classroom online environment is promoted students' understanding to the material in the classroom. If we analyzed this result, it can be concluded that slack application affects students' knowledge and motivation in their writing ability. The result of students' questionnaires to the teacher's strategy by means of using slack application in teaching writing has a great influence to the students. Thus,

the use of online application has the potential to specify less teacher - centred models, like lifelong learning or distance education, by redefining the concept of 'settings' within the framework of an online writing classroom.

In contrast, there is another opinion stating that there were some obstacles found in the use of assisted online application in classroom environment such as: teacher's skill and facilities. It is similar to Compton (2009) who stated that it needs more concentration for teachers beyond the technical and software specific skills to face the globalization era. Moreover, it should be noted that for the purpose of this literature review, the improvement of new trend and era in education should be followed by the teacher's skill, facilities or device itself and support from the government or the principal of the school.

Anyway, dissimilar to Rodriguez, et.al (2012). He focused their study in using ICT for school administration and learning management models. In other hand, the use of assisted application not only can be used for school administration but also for teaching and learning practices. It is also helpful to improve students' motivation, teacher and students' interaction, and improve students' ability to its subject. Daniels (2011) stated that teachers can create more motivating learning environments and to offer concrete ways teachers can incorporate these suggestions into their daily classroom practice by integrating interaction and strategy in teaching practices. Furthermore, Walsh (2011) claimed argue that interactive classroom decision can create the appropriate moment, engage learner, seek out opportunities, and facilitate learner to the learning.

In conclusion, this research has discovered several related points which provides the answers to the research questions. The findings were based upon the data from analysis of teacher's strategy in teaching by means of slack application, teacher's perception toward the use of slack application in students' writing skills, and students' questionnaires related to the use of slack application in teaching writing.

Conclusions And Suggestions

Conclusions

According to the findings of this present study, the teacher used slack application as a strategy to emphasize, and to give some corrections to the students in the process of writing. It is in line to Hrastinski (2008) that Online Application is a system and tools to support the teacher in how they give a task, planning, and empowering in their teaching practices.

In fact by using slack application in teaching, the students gained more confidence in their writing skill and responding to the teacher's correcting as a simultaneous process in learning English as foreign language. It means that the teacher and students of Senior High School can use the *Slack Application* for teaching and learning activity of English writing. Moreover, the students of Senior High School can use this application for increasing their motivations in learning English.

Suggestions

To suggest, this study can be applied in the process of teaching and learning for junior high school students, senior high school students, and college students in EFL classroom. For all academic teachers, it is suggested that this study can be applied not only for specific English teaching, it can also be applied for all subjects s taught in a school or college.

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