

Google Review as Digital Teaching Media for English Writing Skill

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ABSTRACT

Teachers as facilitator need to find creative teaching media for English writing skills. Students tend to have difficulty to write in English language, especially for hotel and cruise ship students. One of the reasons is students didn't have any view and interest to build idea and didn't have enough English vocabulary. Therefore, researchers try to present and explain that Google Review can be a digital teaching media to help educators teaching students in English writing skill about descriptive text. This study explains about feature introduction, application procedure, and teaching strategy. This study used descriptive qualitative method. To collect the data, this study used observation, interview, and literature review. In conclusion, Google Review is flexible and interesting teaching media that allow students to write and describe tourist place based on their own feeling, taste, thought, and experience.

Keywords: Google Review, Digital Reaching Media, English Writing Skill

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INTRODUCTION

Writing is a part of language skill to produce written communication grammatically and logically for expressing ideas. Therefore, when people write, they must deal with and use cognitive, linguistic, and socio-cultural aspects in their mind (Haerazi & Irawan, 2019). People mostly require written communication both for formal activity or informal one with different style of those aspects. Moreover, 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 (Toba et al., 2019).

Most of lectures or teachers need to find creative and efficient teaching media for English writing skills since students tend to have difficulty to build an idea to write. Writing become hardest to master because some of the students didn't like writing, were reluctant to write, and had difficulty expressing themselves in the writing-related sections of the activities (Tetik & Ozer, 2022). In a research, most of students were unable to write texts of up to 100 words because of the difficulty of expressing the idea to write a descriptive text (Sari et al., 2023). Students in Unicore, Hotel and Cruise Ship school also have difficulty to learn writing skill in English language when they were asked to write in English about descriptive text. From a class interview, one of the reasons is students didn't have any view and interest to describe since they didn't know how to start writing from. Choi and Lee stated that as many writing teachers have experienced, most of the main problems that made students do not start to write because they feel unconfident and unenthusiastic (Choi & Lee, 2018).

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Moreover, dealing to find the proper teaching media, language teachers also should concern about students' writing apprehension because teachers will later examine the writing result and focus on the correct grammatically sentences. Therefore, Daly and Miller stated writing oppressions as the term of the tendency to avoid writing work or assignments and feel the anxiety if their writing is far from teacher's evaluation and expectation (Daly & Miller, 1975). Meanwhile, students mostly have lack of vocabulary that affects the quality of writing and brings them into the lack of confidence and motivation to write. Hadi et al also stated that lack of vocabulary affects the quality of writing compared to other factors such as student motivation and learning preparation because understanding vocabulary can help students to develop texts and support their ideas (Hadi et al., 2021).

Digital technology that mostly use English international language requires both teachers and students to get language acquisition from mobile application, software, or even social media platform using internet access. Therefore, English language teachers and lecturers should change the conventional learning media into flexible and efficient digital media as mobile-assisted language learning. Teachers nowadays in modern and digital era are required to design learning media as innovation by utilizing online media (Riswanti & Masrul, 2021). Haerazi et al proved that the use of Mobile Applications as WhatsApp, U-Dictionary, and Email in teaching English as a foreign language helps pre-service teachers activate their potential and competences in acquiring linguistic competences, critical thinking skills, creativities, and classroom interactions (Haerazi et al., 2020). Riswanti and Masrul also successfully motivated their students to write in English language and improved the students' grade for writing skill using RAFT strategies in Whatsapp Application (Riswanti & Masrul, 2021). Meanwhile, Hadi revealed that the use of Canva application make easier for teachers to design learning media focusing on writing correction or grammatical checkers (Hadi et al., 2021). From the previous researches, digital technology provides various innovative teaching media to help students learn English language creatively.

Therefore, this study focuses on another online platform called Google Review to help the teachers providing suitable, interesting, and easy teaching media for English writing skill. This teaching media later will also be useful

The Nature of Google Review

Google Review becomes one of Google feature for all of places with address listed in Google maps (Haq & Rachmat, 2020). People who visited the places listed in Google Maps can write review about its location condition, distance, ambiance, facility, and even service. In tourism, Google Review is also useful as reference for both domestic and foreign tourist to visit restaurants, souvenir shops, and even tourist attractions. If mobile GPS feature is on, Google review can give notification to the mobile phone user automatically so the user can review the place immediately after the user visited it (Haq & Rachmat, 2020).

Online review is one of trends in Google feature that offer easy accessibility by giving review to a place in range 1-5 with star symbol. Visitors or customers can add review in sentences or add pictures and video to make sure the reader about the real condition of the place. Once the visitors and customers send the review, the owner or admin of the place will get email from Google about the review. Therefore, Google Review can be electronic-word of mouth (eWOM) that can share about institution or product via mobile communication, internet, and social media. Chu stated that eWOM can be generally defined as consumers' information sharing and exchange about a product or company via the Internet, social media, and mobile communication (Chu, 2021).

Therefore, Google Review can be suitable and accessible as teaching media for English writing skill. Teacher can ask students to write their feeling and thoughts about a place that they have just visited by true experience. Without being worried of formal language, students can explore their ideas to describe and write a place by having their memory from photo or videos. Since Google Review is important in tourism insight, this feature is proper for Unicore students of Hotel and Cruise ship to give recommendation about tourist objects. Teacher can ask students to learn adjectives firstly and describe their school or college firstly

before they review about their chosen tourist place. Moreover, teachers can check the students' writing after they publish their writings in Google Review.

Process of Writing

There are 4 processes of writing mentioned by Peregoy and Boyle (Peregoy & Boyle, 2016). Those are Pre-writing, Drafting, Revising, Editing, and Publishing (Haerazi & Irawan, 2019). In Pre-writing, brainstorming will lead students to gather writing ideas, collect information, activate tacit knowledge, and organize their thoughts (Qomariyah & Permana, 2016). In drafting, the students are encouraged to develop and write their ideas into rough drafts without considering the grammatical accuracy first (Qomariyah & Permana, 2016). In revising process, the students read their writing by re-checking the general meaning of issue firstly and then overall structure including the words, sentences, and grammatical accuracy (Harmer, 2004). Meanwhile, editing process is correcting spelling, grammar, punctuation, and mechanics by proofreading (Peregoy & Boyle, 2016). In publishing process, students will share their writing one another with one another, both teacher and classmates by publishing in some formats, for example papers on bulletin boards (Peregoy & Boyle, 2016). However, for publishing process, students in digital era of 4.0 tend to show up their work and achievement in online publication sites through internet or social media. Marwah also stated that the scope of writing is not only in the form of printed writing, but has been growing with the development of technology that provides publication sites for works or publications of ideas through digital, therefore, learning writing skills in schools have to adapt students' writing skills to technological developments (Marwah, 2022)

METHOD

This study was conducted in Hotel and Cruise ship School, Unicore that is located in Sam Ratulangi Number 20 C, Manahan, Banjarsari Jawa Tengah. There were 25 respondents as sample in this study. This study used descriptive qualitative approach to explain its contents. By using qualitative descriptive research approach, studies are designed to gather data on the current condition of symptoms, specifically as they were at the time the study was carried out (Arikunto, 2010). Meanwhile, Sugiyono stated that when examining the state of natural objects, qualitative research methods are employed, with the researcher serving as the primary instrument (Sugiyono, 2014).

In this research, the researchers also used some methods to collect the data and information, such as:

1. Interview

Interviews are a useful method for gathering data when a researcher wants to get more in-depth information from respondents or wants to perform a preliminary study to identify issues that need further investigation (Sugiyono, 2017).

2. Observation

The observation used is non-participant observation and the researcher is not directly involved and is only an independent observer (Basrowi & Suwandi, 2008).

3. Literature Review

Literature review is the process of looking for information through sources, such as research-related reference books (Nazir, 2011).

RESULT AND DISCUSSION

This discussion section introduces the parts of Google Review, the use of Google Review, and the procedure of teaching process using Google Review. For the information, the explanation of discussion below about Google Review feature can be used both in mobile phone and computer or laptop. However, this study will show the procedure of using Google Review in mobile phone. Since most of Indonesian people use Bahasa Indonesia as

the default language system in Google Maps, teachers can flexibly ask students to change the language system of Google Maps into English in order to get students familiar other English vocabularies. Google Review as a part of Google Maps' feature will follow its language system.

Feature Introduction

Google Review is a feature part of Google Maps. As long as the teacher and students can connect the internet and GPS (Global Positioning System), both of them can operate Google Maps and do the review.



Figure 1. Logo of Google Maps

While teacher can use LCD projector to do presentation from computer or Laptop by opening Google Maps from Google Chrome (Web Browser), students can use their mobile phone and open Google Maps application. Teacher should open Google Chrome first, direct the mouse cursor, and finally click once to the Google Apps on the top right corner of Google Chrome. Teacher will find the logo of Google Maps above and click once to open.

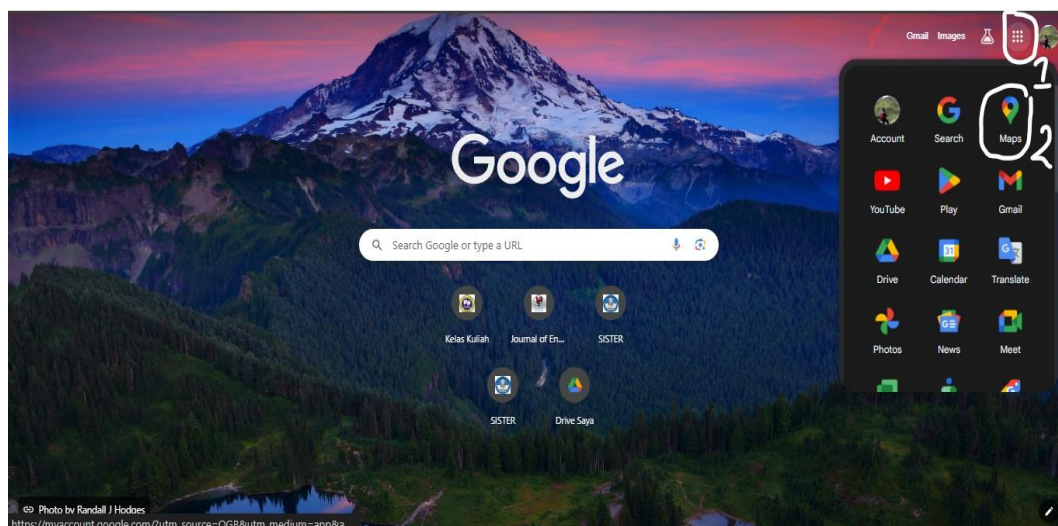
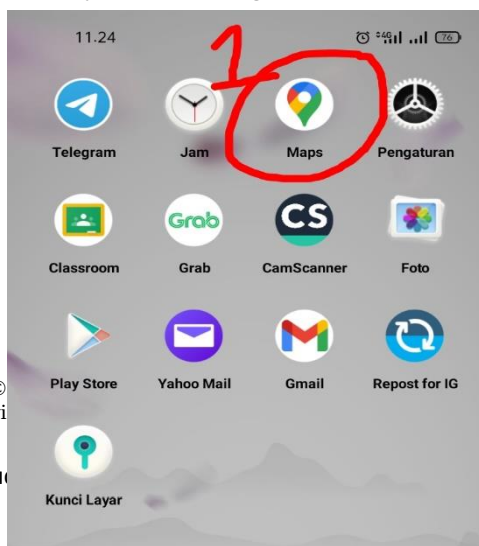


Figure 2. Google Maps from Google Chrome in Laptop

Recent mobile phones usually have Google Maps installed automatically from its factory. However, if the application in their phone, from Playstore for free.



students don't have the they can download it

Figure 3. Google Maps Application in Mobile Phone

From this point, Google Review is accessible for everyone since this online digital feature can be applied in computer, laptop, and even mobile phone.

The Use of Google Review in Google Maps

This part will explain the use of Google Review in Google Maps. There are screenshots of picture below from mobile phone that can be suitable and flexible for teacher to give procedure directly to students and for students to do the writing task practically.

1. Open Google Maps

The first step to do is open Google Maps application in mobile phone.

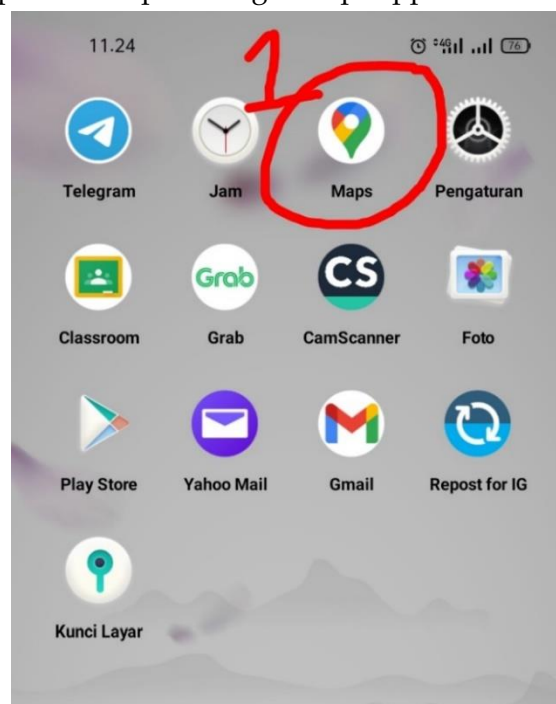


Figure 4. Main Menu of Mobile Phone

2. Type the name of tourist place in search Menu and Choose the correct one

Teacher should give an example of tourist place by typing the name of the place in the search menu and make sure the students to type and choose the correct place name of their own choice.

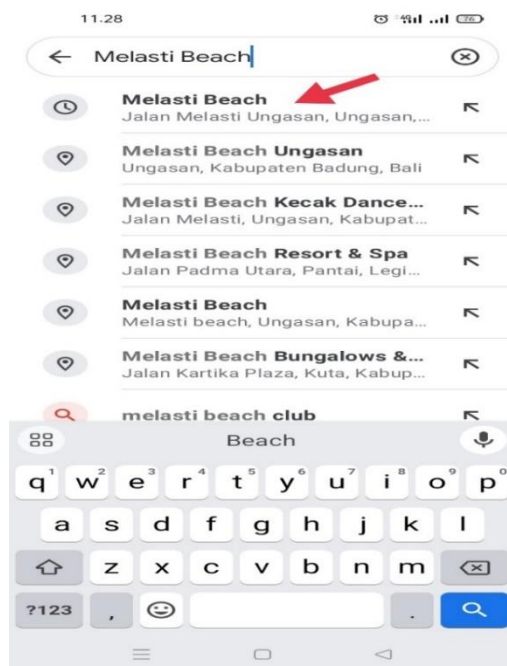


Figure 5. Search Menu of Google Maps

3. Scroll below to find the further menu

After choosing the correct place, teacher and students should scroll down the screen to the next menu.

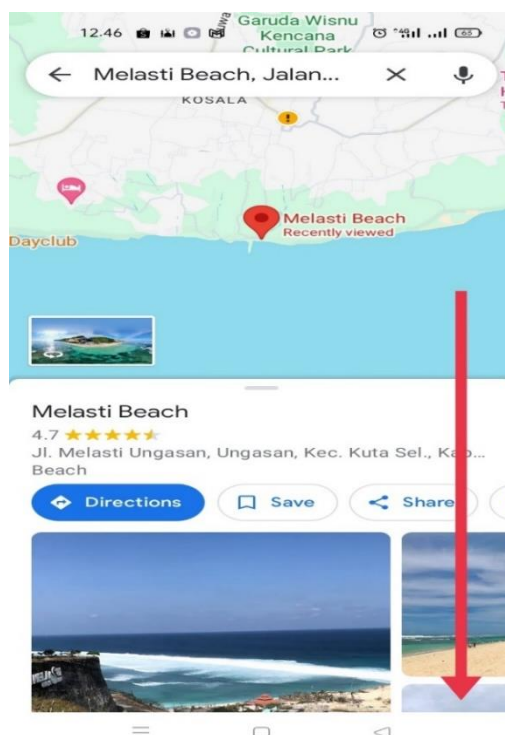


Figure 6. Display Menu of Tourist Place in Google Maps

4. Find Review Menu and Click once the Star below Rate and Review

Teacher and students should choose the review menu and press the intended star firstly for rating the place and the chosen star will guide into the review box.

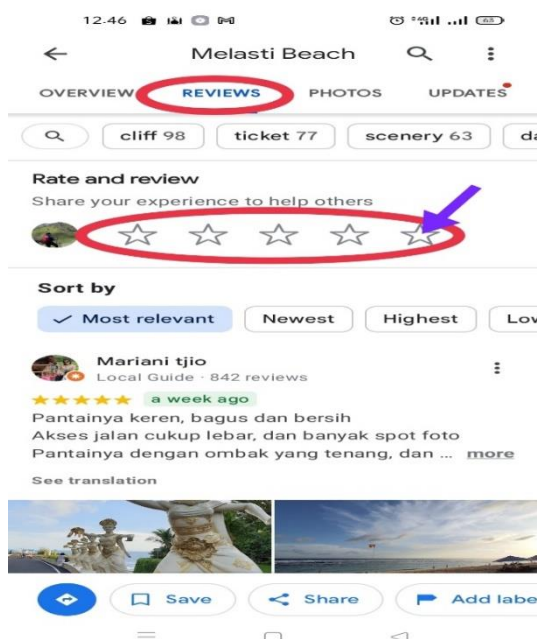


Figure 7. Google Review Feature

5. Type Description of Place and Experience in the Box and Add the Related Photos

After giving the star rating, both teacher and students can write the review in the box and add related photos of place. There are limitation of photos (50 files) that can be uploaded in Google Review.

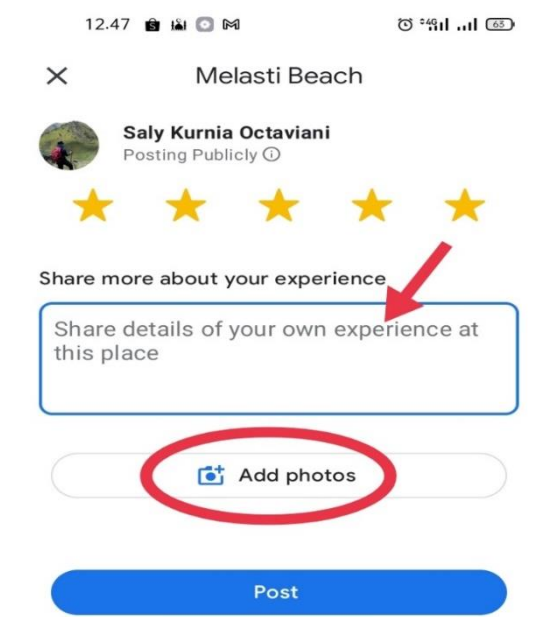


Figure 8. Review and Rate Display

After Typing and Adding Photos, Click Posting to Publish the Writing

Teacher can show the students that they can delete draft in case they want to change the draft or save the draft in case they upload their writing later during the revision process. After editing process, teacher can ask students to publish the writing by posting the draft.

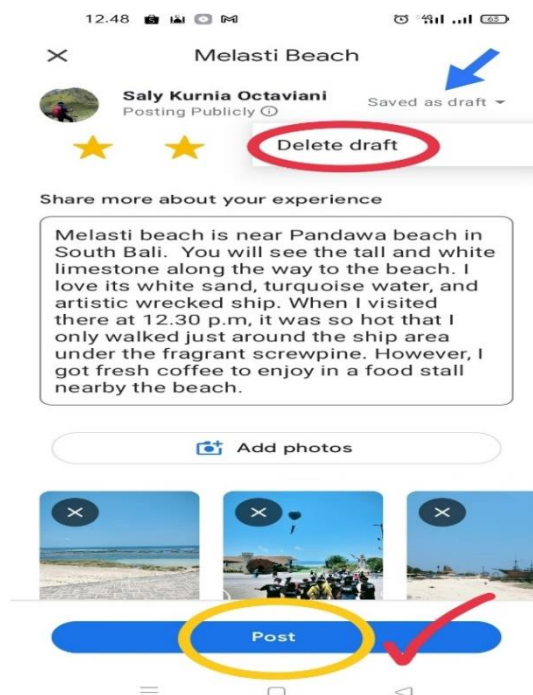


Figure 9. Posting the Draft

6. The result of writing review.

appears in the newest

Teacher shows the student's writing will appear in the newest review. Since the readers or the visitors in Google Maps can vote the review whether their writing is helpful or not, students can encourage each other to do peer's review and choose the reviews being helpful.

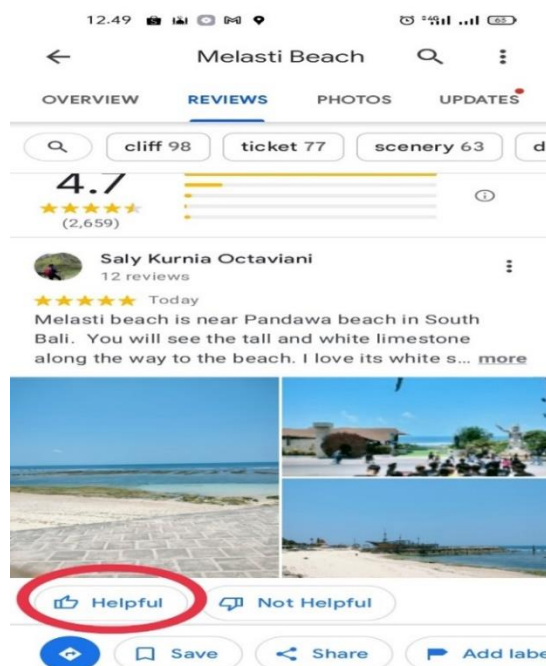


Figure 10. Newest Review as Writing

The way to do Google Review in mobile application is similar to Google Review in website from computer or laptop by opening Google Maps firstly. Therefore, if the school provides the computer lab for students, it would be helpful for teacher to bring the students and ask them to use computers for the implementation. Moreover, some school rules prohibit students to bring the mobile phone. However, Google Review can be accessible in both mobile phone and computer so it is great feature to do and publish students' writing digitally. Students can also save the photos in their Google Drive or flash disk first before adding the photos in Google Review via website.

Teaching Procedure of English Writing Skill Using Google Review

Teaching procedure helps teacher to manage their teaching and learning process in class according to the plan. There are three steps of teaching procedure in this study:

1. Pre-teaching activity
 - a. Teacher should have given the material about adverbs and adjectives.
 - b. Teacher asked students to bring the mobile phone before the day of practice. However, teacher could ask the administrator of computer lab to prepare the computer with Google Chrome for the practice.
 - c. Teacher checks the internet connection for students in classroom if WIFI is available in class. Teacher can offer tethering or phone-as-modem for students who does not have internet quota or if there is no WIFI in classroom.
 - d. Teacher greets the students in the practice day.
 - e. Teacher does brainstorm about favorite tourist destination that students had just visited.
 - f. Teacher shows some PowerPoint slides of favorite tourist destinations as example.
2. Whilst-Teaching Activity
 - a. Teacher explains material about describing a place (Descriptive Review Text).
 - b. Teacher gives ideas to describe a place on whiteboard involving location/ distance, weather, ambiance, facility, and experiences (like and dislike).
 - c. Teacher asks students to choose and recall one of favorite tourist destination that had ever visited.
 - d. Teacher opens Google Maps in laptop/computer and show the students from LCD about the procedures.
 - e. Teacher asks students to open Google maps from mobile phone and follows the directions from teacher.
 - f. While students type the review draft, teacher ask them about the difficulty and help them to correct the sentences.
 - g. Teacher can ask students write the draft on their paper firstly and do editing before they type the review in mobile phone
 - h. After teacher makes sure that the review text is grammatically correct and acceptable, teacher let students to upload photos related to their visit in the tourist destination.
 - i. Teacher then asks students to post the review and see some of the writings each other. If the review is helpful, they can support their classmates by giving "helpful" vote.
3. Post-Teaching Activity
 - a. Teacher gives suggestion that the writing of Google Review in English language will be helpful for Hotel and Cruise Ship students to give recommendation of interesting tourist destinations for foreign tourists.
 - b. Teacher asks students if there is question or not to conclude the lesson.

- c. Teacher then gives project to students when they are in study tour to Bali to give review of one tourist destination. They will do the screenshot of their Google Review and send it to Whatsapp group along with the student's name and class.

The teaching procedure above presents Google Review as digital teaching media to help students learning and showing their English writing skill. Teacher can bring Google Review as teaching media that can be applied both online via virtual meeting and offline in classroom.

CONCLUSIONS

The teacher as facilitator definitely should have creative ways to bring their students interested in teaching learning process. Teacher can bring technology in the teaching learning process since students in Society 5.0 era tend to use smart technology in their daily life. Therefore, digital teaching media can attract these students to write in English language and publish their writing that can internationally get noticed by people around the world. Google Review is flexible and interesting teaching media that allow students to write and describe tourist place based on their own feeling, taste, thought, and experience. Therefore, describing place by using Google Review is also capable to build ideas for students in writing since they can see digital maps with beautiful view and colorful pictures uploaded from other reviewers.

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