

THE UTILIZATION OF ZOOM, GOOGLE CLASSROOM, AND QUIZIZZ IN MARITIME ENGLISH LEARNING

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Abstract: This current pandemy has led both educators and students to acquire the ability to vastly adjust themselves in picking out and applying both a suitable and convinient way of teaching and learning that involve the use of technology. This paper is aimed at describing (1) how online learning platforms namely Zoom, Google Classroom, and Quizizz are collaboratively utilized in Maritime English (ME) learning (2) how effective they are, and (3) what setbecks the students encounterd during the learning proscess via this collaboration. The study uses a qualitative approach in which 62 of the total numbers of 110 students were surveyed by applying a purposive sampling inquiry technique after having accomplished their ME course for about three months to find out the effectivity and setbacks of the integration of those three online learning platforms. According to the survey, it turns out that the integration of those three platforms tends to be effective to be applied for ME learning in the meantime situation with the interval scale of 83.55% (strongly agree) and respectively feel that online learning method is the best method of learning to be applied in this current pandemic situation with the interval scale of 81.61% (strongly agree). However, the scale went lower, notching only 58.71% (unsure), when the students were inquired whether the online learning method in general is suitably applied regularly in normal time. This happens due to some constrains they have as well.

Keywords: *Maritime English; online learning platforms; utilization; effectivity.*

INTRODUCTION

One of the impacts of today's Covid-19 outbreak is global transformation. This swift-change happens globally in every aspect of life—from healthcare systems to socio-economics, from agricultures to energy. Not excludingly in education (Oyedotun, 2020), school life has also transformed its outlook from initialy classical face to face teaching-learning activities to various online learning settings and has led to both the employment of distance learning and the comprehension of the use of technology by the tutors/lercturers

Online learning has commonly been associated and interchangeably used with other alike-terms such as 'e-learning', 'blended' or 'distance learning' (Hockly, 2015) and is often considered as a growing educational alternative that evolves the role of technology in providing instructional materials and educational tools as well as in facilitating teachers-students' interactions in distant

learning (Horn and Staker, 2011; Blake, 2011; Hockly, 2015). However, as to evade the overlapping use of the terms from confusions, some distinctions are given out. Online learning refers to teaching-learning activities that are partially or entirely conducted through the internet (Means, Toyama, Murphy, Bakia, and Jones, 2009). Blake (2011) associates online language learning with a number of learning arrangements namely web-facilitated class, blended or hybrid course, and fully virtual or online course. Hockly (2015) attempts to clarify the notion by distinguishing between 'blended' and 'fully online learning'. He defines the later as fully online via the internet without any face-to-face component in both formal and more informal learning schemes. White (2003) emphasizes more on the independency of the learners to distinguish between face-to-face classroom and distance language learning. On the other hand, Kuama (2016) pointed out some significant benefits that

online learning provides as clear distinctions to traditional or face to face classroom settings. They mention that online learning gives students flexibilities in preferring better learning style and creating opportunities for active learning due to its self-centered platform. In addition, Harasim, Calvert and Groeneboer (1997) point out that the use of good online learning applications or software can support the students to have opportunities in participating in discussions, expressing opinions, and sharing knowledges without having to rely on classroom size and time.

Zoom, Google Classroom, and Quizizz are some of many online instructional platforms designed for facilitating online teaching-learning activities. Each platform with each of its features represents distinctive characteristics and functions. Zoom embodies the nature of synchronous online learning. As one of synchronous meeting tools (SMTs), Zoom offers immersive and convenient features to facilitate authentic communicative language learning in interactive synchronous classes (Kohnke and Moorhouse, 2020). The interactions established through Zoom by using its features such as its web-cam and microphone facilities facilitate similar interactions to those run in traditional classroom activities (Rahayu, 2020). On the other hand, Google Classroom and Quizizz are typically used asynchronously. As the integral part of Google Apps for Education (GAPE), Google Classroom plays a significant role in engaging students in asynchronous distance learning activities. Sudarsana, Putra, Astawa, & Yogantara (2021) describes it as a virtual extension of brick and mortar classroom in which information is shared, discussions are conducted, and tasks are distributed and collected. This platform also enables the teachers to provide their students with readily available materials such as audio/video lectures, handouts, articles, and power point presentations that can be accessed anytime anywhere (Perveen, 2016). Lastly, Quizizz is an online assesment tool with interactive and entertaining test features like avatars, themes, memes, and music that brings a refreshing experience to the test takers (Zhao, 2019). Practically, this gamification platform can be used in several ways and many types of online classroom activities.

Maritime English (ME) is the English used, particularly in multicultural and multilingual context, to ensure seafarers' works and safety in

the shipping industry (Progulaki & Roe, 2011; Ismail, Rizani, & Rauzilan, 2019). The necessity of the use of ME in maritime practice is derived from the fact that English communication defficiency has been one of the major causes of maritime accidents (Rashed, 2010; Shi & Fan, 2021) and thus the need for acceptable standard English ability is essential (Ismail et al., 2019). In addition to that, Tchkonja, Kalandadze, & Dolidze (2019) underline the importance of effective English communication at sea as a means of safety ship operations. They mention that the practice of English communication is essential for the effective and safe running of the ship as it takes place in many ways and involves multi-parties. Therefore, the English communication practiced should be as precise, simple, and unambiguous as possible. This importance of good English comprehensions and skills is parallel to the selection of the right unless the best teaching techniques.

The use of online learning platforms in ME teaching-learning and in teaching-learning in general has previously discussed in some previous researches. Yurzhenko (2019) studies the work of LMS MOODLE e-courses she designed for ME learning. The study reveals that the platforms tend to be effective to utilize for improving foreign professional competence of future maritime specialist. Shi and Fan (2021) investigate the status of online ME education in China from the perspectives of both Chinese maritime students and ME teachers. It is found out that online ME education in China was underdeveloped due to its simplicity and lack of explorations. Sudarsana et al (2019) point out the suitability of Google Classroom in overcoming the obstacles of distance education and in improving teacher's and student's quality. Rahmawati (2021) focuses more on discussing the challenges faced by ME lecturers in delivering ME through online learning. Similar to Rahmawati (2021), Mu'awanah (2021) point out both benefits and challenges that Zoom brings to the learners involved in distance English learning. Therefore, based on the reviews above, the writer was then tempted to study the collaboration of three online learning platforms namely Zoom, Google Classroom, and Quizizz in ME learning and to investigate their effectivity and challenges from the students' perceptions.

This paper is then aimed at describing how three online learning platforms namely Zoom, Google

Classroom, and Quizizz are collaboratively utilized in ME learning, how effective they are, and what setbacks the students face during the learning through the collaboration. It is expected that the paper can contribute well in providing both ME teachers and learners an alternative model of ME online learning required to be applied in this current situation.

METHOD

The research applies a qualitative approach in which the applications of the three online learning

platforms (Zoom, Google Classroom, and Quizizz) in ME online classes are observed and described. By using a purposive-sampling technique, in order to obtain information about learners' perceptions on effectivity and challenges of this collaboration, questionnaires are given (Creswell, 2014). The respondents are restrictively selected only to those participating in the learning. From the total of 110 participants, 62 are taken into the inquiries. The research is conducted based on the research plan shown as in this following chart:

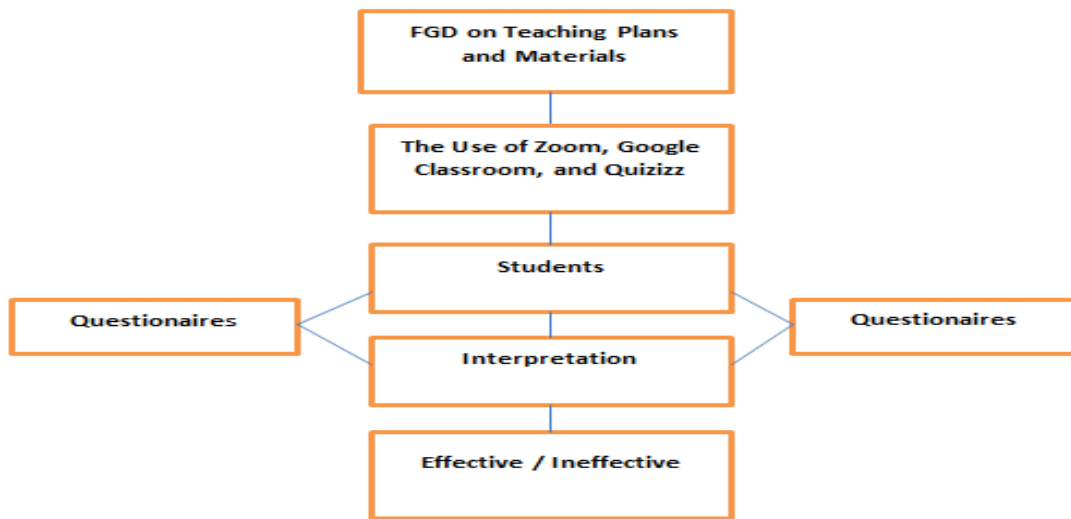


Figure 1. Flowchart of the research

It can be seen from the chart above that the research comprises a series of stages. It begins with the stage of preparation, the stage where everything required for the learning is elaborated. The second stage is the stage of application, that is the stage at which the materials are applied through the use of those three online learning applications in the learning process. In the final phase of learning, the students are given questionnaires to discover their perceptions towards the application of those three online learning platforms used and the challenges they may find along the way. Lastly, by applying

the Likert scoring, the data taken are then analyzed to determine whether the use of the three applications in the learning works well and effective.

RESULTS AND DISCUSSION

In this online ME learning, Zoom, Google Classroom, and Quizizz are collaboratively applied. The applications of these three online learning platforms are synchronous, asynchronous, and hybrid (mixed-type). The following table describes the applications of the platforms in the learning:

Table 1. The applications of the platforms in the learning

No	Learning Activity	Mode of Learning	Mode of OLL	Application
1.	Class Session	Lecturing, explaining, drilling	Synchronous-Asynchronous (Hybrid)	Zoom + Google Classroom
2.	Assignment Session	Doing homework, assignment, final project	Asynchronous	Google Classroom
3.	Reinforcement Session	Giving quiz, test	Asynchronous	Quizizz

The learning is divided into three main activities namely (1) Class Session (2) Assignment Session,

and (3) Reinforcement Session. The materials given are derived from selected topics of SMCP with a 75

minute learning duration per-meeting. In the class session activity that particularly consists of main and drilling activities, the first 45 minutes is allocated for giving explanation on the topics or issues to be delivered. The class is organized synchronously via Zoom and the materials are mostly presented through power-point presentations in combination with other audio-visual media like video presentations from You-Tube. The Zoom activity is in the form of monologues with only a minimum student interaction as most of synchronous meeting tools (SMTs) might feature in a lecture-style (Kohnke and Moorhouse, 2020). The materials are presented thoroughly with comprehensive explanation and examples. The rest 30 minutes is provided for drills and practice. In this later stage of learning, the students are engaged in spoken practice either individually or collectively in a group through the use of the 'Breakout Room' panel, making the class more lively and controllable. Another scenario for this session is by combining the synchronous and asynchronous modes. The first 45 minutes is similar to the first one; when it comes to the drill and practice sessions, the mode is switched and centralized to activities in Google Classroom. The students practice the SMCP phrases and expressions by keeping up with either video or audio practice modulations uploaded in the 'Classwork Activity' panel. By splitting the class into small groups through the 'Breakout Room' panel, the instructor only does the observation and interact once in a while to check the progress while the students are doing the practice. Besides synchronous modes described previously, asynchronous modes are applied in the assignment and the evaluation sessions. In the assignment sessions, the students work on the assignments or projects both individually and collectively at their most convenient time based on all the materials and instructions uploaded in the 'Classwork Activity' panel in their Google Classroom accounts. The works are later submitted into the submission panel based on the due date. The instructor do the scoring and evaluation right at the same panel. Another asynchronous mode of learning is applied in the

reinforcement quiz. Quizizz, with its gamification features, is utilized to measure students' vocabulary comprehension through the provision of vocabulary quizzes. Through Quizizz, the students experience a new perspective on having a quiz since they do not feel like doing a quiz or exam as they commonly do in a more conventional mode with pen and paper.

The utilization of Zoom, Google Classroom, and Quizizz as mentioned above does not entirely eliminate but particularly restore the roles and functions of conventional or classical face to face settings. By utilizing zoom and its features, the instructor is still able to have a real interaction with the students as to ask questions and receive answers immediately (Skylar, 2009) and the students, on the other hand, are able to repeat all the materials given by accessing and replaying the recording of the materials as to master them (Perveen, 2016). Through the use of Google Classroom, the instructor and the students are engaged interactively in material and assignment sharings. The instructor can provide the students with various types of materials such as text, audio, video, etc. The students, on the other hand, can work independently by optimizing the time they have in doing the assignments. This functionalizes Google Classroom as a learning center for communicating, feedback sending, and homework providing (Sudarsana et al, 2019) alike we commonly see in conventional face to face classroom activities. Quizizz, on the other hand, restores the role of test-paper in a conventional classroom. The use of this platform makes the quiz or exam paperless. Its test formats can be designed in many ways and its gamification features bring a unique atmosphere to both the learning and the learners.

About 62 of 110 students who participated in the learning were taken as respondents. They were handed out a set of deductive perceptual propositions they had to respond on the use of Zoom, Google Classroom, and Quizizz in the ME learning they participated in. Among the inquiries, some were intentionally proposed to investigate the effectivity of the utilization of the three platforms.

Table 2. *Set of perceptual propositions on the use of Zoom, Google Classroom, and Quizizz*

No	Propositional Inquiry
1.	Online learning is suitably applied for learning in this current pandemy situation.
2.	You are satisfactorily able to participate in online learning activities throughout this pandemy situation.

3. You have excellent supporting devices for online learning (smartphone / laptop /PC, etc).
4. You have good internet connection for participating in online learning activities.
5. You have installed Zoom, Google Classroom, and Quizizz platforms and been able to utilize them well.
6. As far as your concerned, the online ME learning has been suitably applied throughout this pandemy situation.
7. As far as your concerned, the online ME learning has been suitably applied through the use of Zoom, Google Classroom, and Quizizz throughout this pandemy siutation.
8. The Zoom platform used in the ME learning has so far been effective.
9. The Gooogle Classroom platform used in the ME learning has so far been effective.
10. The Quizizz used in the ME learning has so far been effective.
11. The ME learning materials delivered by utilizing Zoom, Google Classroom, and Quizizz are easily understood and comprehended.
12. You are satisfied with the ME learning with Zoom, Google Classroom, and Quizizz.
13. You will be more contended to have online than offline learning as your prefference for your future learning.

Those thirteen propositions above go from general to more specific issues. All are channeled to explore the students' perceptions on the use of the three platforms in the ME learning. The first five propositions concern about the students' online aparatus availability for joining the ME learning, while the rests are directly related to the applications of the three platforms in the learning itself. In order to understand students' opinions/perceptions, the responses to the propositions are assessed through the application of Likert scale by operating its symetric scoring (Joshi, Kale, Chandel, & Pal, 2015). The responses are

categorized into 'Strongly Agree', 'Agree', 'Unsure', 'Disagree', and 'Strongly Disagree' with the scoring scale of 5 to 1 representing the highest to the lowest continuum of proposition score. To eventually come to a final finding of each of the proposition measured, all the scores of all the items are combined (sum) to generate a composite score (Joshi et al, 2015) by applying interval scoring formulation (Pranatawijaya, Widiatry, Priskila, & Putra, 2019). After having been summed up through a certain formulation, the interval index for each of the category is decided as follows:

Table 3. *Category interval index*

Index	Scale
0% - 19, 99%	Strongly Disagree
20% - 39, 99%	Disagree
40% - 59, 99%	Unsure
60% - 79, 99%	Agree
80% - 100%	Strongly Disagree

As we can see in the following table of all five first propositions below, all are within the index of 78% to 86%. It means that most of the respondents show positive attitude towards the inquiries. The respondents, as for instance, have no complain with the online learning applied in this current pandemy situation. They are in the same opinion that online learning is suitably applied in this pandemy times.

In term of their accesibility and readiness to follow or participate in online learning activities, the majority of respondents do not have much trouble in joining the program due to the excellent supporting devices they have and the availability of the internet connection they use. They are also able to install and utilize Zoom, Google Classroom, and Quizizz well.

Table 4. *Responses to the first five inquiries*

No	Propositional Inquiry	Response					Index
		Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	
		5	4	3	2	1	
1	Online learning is suitably applied for learning in this current pandemy situation.	22, 6%	53, 2%	17,7%	6, 5%	0%	78, 39%

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2	You are satisfactorily able to participate in online learning activities throughout this pandemy situation.	19, 4%	48, 4%	21, 0%	11, 3%	0%	75, 16%
3	You have excellent supporting devices for online learning (smartphone / laptop /PC, etc).	37, 1%	54, 8%	6, 5%	1, 6%	0%	85, 48%
4	You have good internet connection for participating in online learning activities.	19, 4%	51, 6%	22, 6%	6, 5%	0%	76, 77%
5	You have installed Zoom, Google Classroom, and Quizizz platforms and been able to utilize them well.	38, 7%	56, 5%	4, 8%	0%	0%	86, 77%

Meanwhile, how the respondents respond to the following table below. rests of the propositions is described in the

Table 5. Responses to the rests of the inquiries

No	Propositional Inquiry	Response					Index
		Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	
		5	4	3	2	1	
1.	As far as your concerned, the online ME learning has been suitably applied throughout this pandemy situation.	27, 4%	53, 2%	19, 4%	0%	0%	81, 61%
2.	As far as your concerned, the online ME learning has been suitably applied through the use of Zoom, Google Classroom, and Quizizz throughout this pandemy siatuation.	29, 0%	59, 7%	11, 3%	3, 2%	0%	83, 55%
3.	The Zoom platform used in the ME learning has so far been effective.	27, 4%	50, 0%	3, 2%	0%	0%	80, 32%
4.	The Google Classroom platform used in the ME learning has so far been effective.	25, 8%	64, 5%	9, 7%	0%	0%	83, 23%
5.	The Quizizz used in the ME learning has so far been effective.	29, 0%	59, 7%	11, 3%	0%	0%	83, 55%
6.	The ME learning materials delivered by utilizing Zoom, Google Classroom, and Quizizz are easily understood and comprehended.	25, 8%	51, 6%	22, 6%	0%	0%	80, 65%
7.	You are satisfied with the ME learning with Zoom, Google Classroom, and Quizizz.	21, 0%	50%	21, 0%	8, 1%	0%	76, 77%
8.	You will be more contended to have online than offline learning as your preference for your future learning.	11, 3%	22, 6%	21, 0%	38, 7%	6, 5%	58, 71%

According to the table above, the respondents ME learning is appropriate to be applied online in similarly have positive attitudes towards most of the this current situation. Furthermore, they strongly propositions with the index ranging from 76% to agree that the collaboration between Zoom, Google 83% (‘agree’ to ‘strongly agree’). They believe that Classroom, and Quizizz in the online ME learning

is effective as they single out each of the platforms to have been effectively applied in the learning. They also believe that the delivery of the materials through the utilization of the three platforms is easily understood and comprehended. However, as to the last proposition having them to respond whether they will be more contended to study online than offline for their future learning, the response does not show similar trend as it only reaches 58, 71% ('unsure').

To finally determine whether the utilization of Zoom, Google Classroom, and Quizizz in the ME learning is effective, all the index are summed up and then divided by the total numbers of propositions or items given through this following equation:

$$\bar{X} = \frac{\sum \text{Index}}{\sum \text{Propositional Inquiry}}$$

Equation 1 average of total index equation

Through the application of the above equation, it is found out that the final average of the index of all the items is 79, 30%, within the range of the interval of 60% - 79, 99%. This means that the majority of the respondents agree on the online ME learning and the utilization of Zoom, Google Classroom, and Quizizz in it. In the other words, the application of those three platforms in the online ME learning is considered to be effective.

Although the result shows that the learning is considered to be effective, some challenges are still encountered by the students along the process of learning. Most of them feel that sometimes learning online at home is not as convenient as it is offline. When they are offline, the focus and concentration portions will be allotted to the class activities---the instructor, the materials presented, the discussion conducted and so on. However, at home, they may have lack of concentration due to any possible distractions coming from the environment. The internet connection is sometimes the hamper itself. When they are online at home, their areas are varied and so are their internet accessibilities. As online learning at home is a self-fulfillment activity and requires a lot of internet quota package, the students feel that online learning is a little costly as they will have to buy the internet package more often than when they are offline.

CONCLUSION

The utilization of Zoom, Google Classroom, and Quizizz in online ME learning does not eliminate but restores the principle roles and functions of a conventional face to face setting. It is channeled in synchronous, asynchronous, and hybrid modes of learning within three forms of activities namely class session, assignment session, and reinforcement session. The use of Zoom represents the function of a classroom with its properties like whiteboard and markers. By utilizing zoom, the instructor is able to present materials and interact with the students. These activities are as much as similar to what we commonly do in a classical face to face setting. Google Classroom is like a classroom cabinet in which reference books, work books, and class agendas are organized there. It is utilized as a means of material and assignment storage and distribution. On the other hand, Quizizz represents the role of a test-paper with a joyful gamification mode and outlook. Based on the survey, it turns out that the utilization of those three platforms tends to be effective to be applied for ME learning in the meantime situation with the index of 83.55% (strongly agree) and respectively feel that online learning method is the best method of learning to be applied in this current pandemic situation with the index of 81.61% (strongly agree), heighten by the average of 79, 30% (agree) of all the total index of the items. However, in spite of its effectivity, the students still encounter both internal and external constraints in doing the online learning.

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