

LEARNING ENGLISH THROUGH GOOGLE MEET, GOOGLE CLASSROOM, AND WHATSAPP GROUPS FOR AMA YOGYAKARTA STUDENTS

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Abstract

This study aims to: analyze the benefits of online learning media used in English II courses and solutions applied in online learning if there are obstacles, both weaknesses and strengths, in one of the online media used. The learning media used in online education in the English II course are Google Meet as a live streaming medium, Google Classroom as a web-based virtual classroom interaction medium, and WhatsApp groups to support intense interactions in chat-based online classes. The research method used is descriptive qualitative. It can be seen that the benefits of the three learning media can be examined in more detail, starting from the disadvantages to the advantages of each. This research was applied to 4 classes with the same subject, namely English II, taught to 2nd-semester students, Department of Management, Yogyakarta Administrative Management Academy. This data collection was done through direct observation and interviews with the students involved.

Keywords: online learning, learning media, English

1. INTRODUCTION

Corona Virus first appeared in the Wuhan area in China. According to (Saragih&Ansi, 2020), Since the spread of the Covid-19 pandemic in all countries, including the State of Indonesia, as an effort to prevent the spread of Covid-19 and all learning activities in schools have been shifted from offline learning to online, but some have policies for hybrid learning.

Following Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19), this online learning system automatically forced teachers to try with the latest technology innovations and get out of their comfort zone. According to Nadiem, the application of this online learning system is expected to be used as a learning evaluation material to see which lessons are suitable or not suitable, exemplary, or harmful if applied online.

This online learning forces us to change from face-to-face to online; this is what makes researchers want to raise the theme of this research (Mustaqiem et al., 2020; Ilzami, 2021). Although previous studies have been conducted, there are differences in objects and different populations, so the authors develop this research further.

Bearing in mind, at the even semester level of 2021 for all courses in the initial semester, hybrid learning has been carried out, namely online and face-to-face, even though it has complied with the prokes standards prepared by the campus. Still, a spike in Covid-19 cases continues to increase, eventually returning—again using learning media with Google Meet, Google Classroom and WhatsApp

Groups (Hafita et al. 2021). Online learning in question is that it cannot be separated from the internet network. One constraint factor affecting students in online learning is a network connection that is difficult to reach to access the internet, especially since their residence is in a rural area, remote and challenging to signal (Budiarti et al. 2021). Even though some use the cellular network, there are still network problems because the location is out of the range of the cellular signal, making the network unstable.

The solution to this problem is that the AMA Yogyakarta campus only limits online learning activities by using Google Meet, Google Classroom, and WhatsApp Groups in all subjects, both English courses (Walilu&Laim, 2021). If the existence of learning media supports the learning process, then the learning process is felt to increase the results of the objectives in this learning as much as possible (Poluakan et al., 2019; Fitria, 2020). Media development in the learning process is needed to be developed as a suitable material delivery. The teaching that we convey is the same as that done face-to-face but based online. The impact is also excellent, the program is right on target, and the learning outcomes will be achieved.

Online Learning

Online learning has been carried out for more than one year and is running smoothly, although there are some problems. Online learning can be interpreted as a process that regulates the occurrence of learning activities. There are various aspects of guidance or direction for students who are doing the virtual learning process. In learning activities, educators find different responses from students.

Some are easy to accept well, but some are just the opposite. Because the dilemma of online learning has both positive and negative impacts, online learning is one of the government's efforts to prevent the spread of Covid-19 in Indonesia (Singh et al. 2020). Educators act as facilitators so that online learning can be carried out well and run in a conducive manner so that the objectives of effective online learning are achieved.

Based on Law Number 20 of 2003 concerning the National Education System concerning learning, the interaction process between educators, students, and learning resources occurs in a learning environment. There are interactions from these three aspects, including a systematic learning process starting from the planning, implementation, and evaluation stages. This is as stated in the scientific work of Kelasimpian.com in (Sardiman 2011), saying that; In educational interaction, there are two activities, namely teacher activities on the one hand and student activities on the other. Teachers teach in their way while students learn in their way.

According to the Minister of Education and Culture of the Republic of Indonesia regarding Circular Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19) that the implementation of online learning requires a laptop or PC device that is connected to the internet online. Here it aims for educators to do online learning from home at the same time by using group learning media on social media such as WhatsApp (WA), Google Classroom, or Google Meet. That way, these learning activities can monitor students in participating in learning simultaneously, even though in different places.

Online Learning Media

Many opinions state that learning media is a process of delivering learning materials to students, (Purnama, 2020) said that in general, the purpose of using learning media is to help educators in providing teaching materials to their students with the intention that if the material is packaged in an enjoyable, fun and not boring way, it can well be received by students. This, of course, will not be much different from online learning; it's just that because the interaction between lecturers and students in online education is limited by distance, additional learning tools are needed, as media that will help make learning activities run more optimally and effectively (Haratikka, 2020).

According to (Adhe 2018), online learning methods can be very effective because there is a requirement for feedback activities. After all, learners can collaborate formal learning activities with their learning activities independently. This learning model is comparable to student expectations to receive the same quality from the teacher.

In setting a reference for online learning between teachers and students, According to (Adhe

2018) mapped two general approaches: self-paced and facilitated/instructor-led. In the self-paced approach, in this online learning, students are given full power and carried out independently, while the facilitated/instructor-led process is online education carried out by an online instructor who provides various facilities and support from tutors/instructors and collaboration between students.

(Adhe, 2018) continued, various online components can be used for teaching materials, such as online content & interactive e-lessons. Online content is learning where there is no interaction between students and lecturers, while the teaching materials include documents, PowerPoint presentations, videos or audio files. The meaning of non-interactive is that students only read or watch content without taking any action, but the material can be digested well. These tools can be quickly developed if they agree with the set learning objectives and are systematically designed; these learning tools can be valuable even though they do not provide any interactivity.

The intended teaching material means that students can use it by reading or watching it; facilities like this are sufficient essential capital to be developed at this time. If it is packaged attractively in students' eyes, then the purpose of online learning can achieve maximum learning outcomes even though they do not provide any response interactions (Purba, 2021). The interactive e-lesson is the most common web-based training using an online self-paced approach (Adhe, 2018). An interactive e-lessons learning includes technology, audio, video, and interactivity modules in the form of questions and feedback responses. E-lessons can be interpreted in their knowledge. There are recommendations for reading links or other online learning resources related to additional information on specific topics.

According to (Adhe 2018) continued, electronic simulations are highly interactive forms online. The term simulation can be interpreted to create a learning area that simulates the real world, allowing students to keep learning by doing certain activities. Simulation is a unique feature of web-based training that involves students in real-world situations and responds to dynamic behavioural activities.

As explained by the Directorate General of GTK (Muhammad Sobri&Novitasari, 2020), Online-based learning uses internet networks by students in the learning process. The online-based learning approach has the following characteristics: 1) requires students to be formed to interpret knowledge objects and events independently (constructivism); 2) students carry out activities in groups with other students to build their knowledge and understanding based on the information they receive (social constructivism); 3) create an inclusive community of learners; 4) utilize media that can be accessed via the internet, IT-based learning, online classes, and digital

classes; 5) interactive, independent, accessibility, and enrichment in supporting achievement.

Some learning in the current era of universities in Indonesia has used online learning as a learning medium. The goal is that students can flexibly follow their lecture activities according to the schedule that has been given and can be seen at any time from their digital footprint. Universities at AMA Yogyakarta choose online learning activities using three learning media, namely Google Meet, Google Classroom, and WhatsApp Groups, as an alternative for optimal learning in English II courses in the even semester of 2021.

From the description above, it is necessary to have online learning media to fulfil various English courses' considerable skills. Different kinds of online learning media that can be used as intermediaries for educators and students use Google Classroom services, live streaming media such as Google Meet, and group chat applications such as WhatsApp. Every learning medium has benefits, both advantages and disadvantages. Therefore, educators need to conduct ongoing evaluations so that the online learning structure is optimal, efficient, and effective.

2. METHOD

In this study, researchers used descriptive qualitative methods to describe the analysis that had been done. The population in this study were four English classes II in semester 2, namely classes A2, B2, C2, and D2 Department of Management, Yogyakarta Administrative Management Academy, even semester, the academic year 2020/2021. The four classes where the researcher made observations were classes with quite a lot of students, where class A2 had around 58 students, class B2 had approximately 56 students, Class C2 had around 45 students, and D2 class had about 46 students. Each class has a variety of English skills because the basic is management. After going through several stages of online meetings, either through Google Meet or through other media such as Google Classroom and WhatsApp Groups, some of the students, according to the researcher's observations, have mastered knowledge about advanced general English, namely English II, where students focus on advanced English from semester 1. However, some of them can still be considered moderate with passive English knowledge.

This research started from March 2021 to May 2021. The type of data in this study is qualitative data in the form of descriptions, opinions, statements, and observations on the progress of online learning, especially in English II courses carried out in the four classes.

Data collection techniques used in this study, including interview, observation, and documentation techniques. The data that has been collected is then analyzed and interpreted so that it is easy to conclude (Ibrahim, 2021). Data analysis was carried out

inductively, looking for evidence from researchers and then drawing general conclusions from specific things. Meanwhile, testing the validity of the data can be done by testing the internal validity, external validity test, reliability, and objectivity.

This study uses qualitative research where the researcher acts as a human instrument to collect data, functions to determine the survey's focus, select data source informants, collect data, assess data quality, analyze data, interpret data, and draw conclusions on everything (Sugiyono, 2014). To get a deeper understanding of 2 main things, namely, which online learning media benefits are used to deliver English II lecture material in the four classes? one online media used?.

By applying qualitative methods, researchers hope to explain the benefits of online learning media used as online learning media in English II courses. Each analysis carried out will be observed through data and literature studies so that the descriptive method carried out through interviews can focus on the research objectives.

The sampling technique in this study was the purposive sampling technique, according to (Arikunto 2010), namely by taking the subject not based on strata, random or regional but based on a particular purpose, or called the sampling technique with specific considerations (Sugiyono, 2014). So, each subject taken from the selected population is based on goals and concerns. Online learning media used online to teach English II courses are Google Classroom Services, Google Meet live streaming media and group chat applications via WhatsApp.

3. RESULT AND DISCUSSION

After being used for almost three semesters since the COVID-19 pandemic, researchers found that each of these online learning media has both benefits and disadvantages. Therefore, researchers need to evaluate continuous learning to maximize online learning during this pandemic.

A. Google Meet

Based on direct discussions with students, they also chose the Google Meet service as an online learning medium for English II courses. As educators, researchers also try to facilitate decisions from the results of these discussions. Google Meet is a video conferencing service that has the practical ability to present a quota-friendly online meeting atmosphere. Its use can be straightforward and flexible because it can be applied through any media without being complicated; students click the link given by the educator and connect to Google Meet (Naprotiora et al. 2020). Google Meet can be used via desktop or PC. It can also be used via mobile or cellular phones that are always taken anywhere, no need to install the application. Still, the Google Meet feature is in the Gmail application service. So its use can be said to be very easy and according to needs. You do not need to spend a certain amount of money

to buy an internet quota to use this application. Because Google Meet is used quota-friendly, so the process of using it doesn't matter for students, it's just that a stable signal is needed.

The online learning activities have been passed for more than one year, so the author limits the one even semester of 2021 for the four classes; researchers experience many conveniences when using Google Meet. This application is also equipped with various features such as Sharing Screen, which can facilitate the needs of educators in presenting teaching materials, both PPT, which is presented as felt at face-to-face meetings to students. Researchers consider that Google Meet is used as the most effective online learning medium. However, from the side of students, researchers found other responses. After being evaluated, most students from the four classes considered that lectures through Google Meet were burdensome due to the signal.

Judging from the students' background from the four classes that the researcher is capable of, they have various regional conditions. To create an online learning process that can take place somewhat, the constraints related to the network must be considered wisely. Because of the network problem that is regarded as burdensome, online learning through Google Meet sometimes, according to some of them, is constrained by an unstable signal. The Google Meet they access is occasionally intermittent.

This situation is caused because students are very far from internet coverage, the locations where they access Google Meet are different, making their signal unreachable. It is considered the most crucial problem; if lectures through Google Meet are still forced, not all students can benefit from the material presented because some students are still constrained by unstable signal conditions (Shobeiry, 2021). Some other students feel comfortable and enjoy using Google Meet because they access it using a subscribed home internet, so they get a more stable network.

B. Google Classroom

Based on the evaluation at the time of the first meeting using Google Meet, the new decision of the four classes that the researcher was capable of was to continue online learning through Google Classroom. As reported on the idcloudhost.com page, it states that Google Classroom also has many practical, efficient and secure features. Online learning classes using Google Classroom will still be stored in the system even though they are online. In addition to making it easier for educators, from the perspective of students, Google Classroom is also considered an online learning medium that is internet quota friendly because the online class service access pattern on the platform was created like social media, which does not require an excess allocation to access it.

In addition to the convenience felt by students, researchers who act as educators think the opposite. According to researchers, Google Classroom

eliminates the interaction side between educators and students, especially learning English. In Google Classroom, the teacher uploads either video or PowerPoint, whereas here, the teacher has made the material in audio/video. Still, according to the researcher, the interaction between educators and students is a bit lost because the interactions in this virtual class are only channelled through text in the comments, different from the direct interaction patterns found in the Google Meet application. This will undoubtedly make it difficult for educators to assess students personally, considering the subjects that the researchers are capable of in this study are English courses, which require personal skills for each student in mastering various English skills, which include speaking, reading, listening, and writing.

C. WhatsApp Group

With the lack of interaction between educators and students when transferred to Google Classroom, the researchers took the initiative to create a WhatsApp Group representing each class of the four categories. The advantage of the group chat is that it is a complementary medium of what the researcher has conveyed to Google Classroom. In WhatsApp groups, researchers often send additional explanations through audio recordings, videos so that learning materials in the form of PPT or videos uploaded by researchers in Google Classroom can be conveyed not only by getting feedback in the form of text but also through oral concepts through voice recordings/video submissions.

However, from applying the two alternative platforms between Google Classroom and WhatsApp Group, the researchers found another obstacle: the communication pattern that was less responsive from the four classes. Maybe they lack confidence in the English being studied or other things, so it's not uncommon for the recorded explanation via audio or video that the researcher puts into the WhatsApp Group to pass away; there are only a few students from the four classes who reply to feedback. However, students prefer to respond with written text even though only 1 or 2 students use audio records.

4. CONCLUSION

The explanation from Minister NadiemMakarim in the Ministry of Education and Culture (Harususilo, 2021) "I know this is not easy for all parties, but we have to try," so researchers as individuals must be demanded to be versatile in applying online learning, inevitably must adapt and be able to overcome all obstacles and problems of online education that occur pretty and wisely. Whatever the learning media, to fulfil the learning rights of students is the essential thing that researchers must know so that learning objectives can be achieved according to an efficient and optimal learning plan.

According to researchers, Google Meet is a capable and effective platform to use with students who have a stable network and no more than 30 students. If it is more than that, then the Google Meet activity should be divided into two sessions so that effective online learning can be carried out. In addition, considering that Google Meet is a live streaming application that has a signal in and out, the duration of the live streaming can be prepared with a strong password so that interactions between educators and students can continue to be like face-to-face learning in the classroom. Furthermore, the delivery of material in PPT, videos, and task collection can be done through Google Classroom, which can be monitored quickly, and intense activities through WhatsApp Groups.

The researchers conclude that these efforts are for the implementation of fun teaching and learning activities and will be further developed to fulfil the rights of students as students. Learning from home does not mean giving assignments, but effective teaching and learning activities by scheduling them according to the specified schedule. Therefore, in regulating the online learning system, the campus needs to create a scheme to develop sound management. This is done by making a systematic, structured and straightforward schedule to facilitate communication between students and educators so that those who study at home can be monitored effectively. Thus, online learning is the best practical solution in learning at home to break the chain of the spread of Covid-19; physical distancing is also a consideration in choosing each of these lessons.

5. REFERENCES

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