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ELT IN A GLOBALIZED WORLD: THE BOUNDARIES AND BEYOND

AN ANALYSIS OF GOOGLE MEET USAGE IN TEACHING AND LEARNING ACTIVITIES AT SENIOR HIGH SCHOOL LEVEL DURING PANDEMIC COVID-19

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Abstract

The research article examines the used of Google Meet as an online teaching and learning tool at SMAN 11 Pandeglang during Pandemic Covid-19. The qualitative research design is used in the research article along with content analysis characteristics. It involves observation, interview, and documentation as a data collection technique and triangulation as a data analysis technique. The data were gathered from two non-participant observation meetings in two different classes. After each session of class observation, an interview with students through Google Meet is conducted, followed by an interview with teacher after the students' interview. The data analysis is carried out to highlight important findings, as expected by the research's objective. The findings show that using Google Meet as an online learning tool can help students replace face-to-face classes. Furthermore, using Google Meet media can enhance online teaching and learning activities provided devices and internet connections are supported, at most students' replies are limited in terms of devices and internet access.

Keywords: Google Meet, Online Teaching and Learning

INTRODUCTION

In 2019, a phenomenon began at Wuhan, China, and quickly spread to other countries throughout the world, particularly one of the countries is Indonesia. The phenomena is named Covid-19 pandemic, and it has been occurring in Indonesia from the first of 2020, specifically on March 2nd, 2020. This is stated by one of the book's authors, Hirawan (2020: 90), who claims that since the first instance of this phenomena, the experts have been unable to find a solution.

The presence of the Covid-19 phenomena has a significant impact on practically every sectors in Indonesia, particularly the economic, social and educational sectors. The economy sector has a significant impact on the development of human resources, if the economic sector improved well the society's needs will be fulfilled. In this case, Covid-19 phenomena impacts Indonesia's economy sector which causes of loss in purchasing power, weak in investment, and weak in commodities prices. Aside from the economic sector, the Covid-19 phenomena has a long-term impact on the social sector. The problem of this phenomena has hampered large scale socialization in Indonesia. It is as explanation of

Azizan & Lubis (2020: 16) state that Social distance is a social limitation or limited social access in human real life that is used to prevent or postpone the transmission of Covid-19 phenomena. This regulation of social separation has an impact on all social activities, including teaching and learning at school.

The effects of Covid-19 has resulted in several changes in the educational system. During the epidemic, the educational sector shrank dramatically for a year, and pupils struggled to learn because of government prohibitions around WFH (Work from Home). The incidence of system changes in such sectors has a large role in the use of technology.

The minister of education has taken various ways in order to facilitate students to continue their studies. Students are directed to use the applications such as Whatsapp, YouTube, Kahoot, Zoom, and Google Meet from their laptops or cellphones as the media of learning activities, thus learning activities can be held in an online learning environment. The applications are used to carry out teaching and learning activities such as delivering material, assigning assignments, assessing students, and even communicating, one of the applications is Google Meet.

In fact, there are some issues of using Google Meet application which can be a hindrance in teaching and learning activities. Many students are finding the difficulties to learn since the result of government regulations about learn from home. These difficulties range from network issues, comprehension issues, and discussion issues. Based on the background above, this study's objective is: analysing the Google Meet usage in teaching and learning activities at eleventh grade students during pandemic Covid-19.

RESEARCH METHODS

The researcher used a content analysis design in qualitative method. Leavy (2020: 124) states that:

Qualitative approaches to research value depth of meaning and people's subjective experiences and their meaning-making processes. These approaches allow us to build a robust understanding of a topic, unpacking the meanings people ascribe to their lives-to activities, situations, circumstances, people, and objects. Methodologically, these approaches rely on inductive designs aimed at generating meaning and producing rich, descriptive data. Qualitative approaches are most commonly used in exploratory or descriptive research.

This research held at eleventh grade of SMAN 11 Pandeglang in English online teaching and learning activity. Based on observation in Practical Field Experience since March until April this school had implemented the application in online learning during pandemic since 2020. Some of teachers and students agree that Google Meet is easy to use moreover in this pandemic to replace face to face class into video conference or video learning class.

RESULT AND DISCUSSION

The techniques which used to collect data were non-participant observation, interview and documentation. The observation was since July 13th 2021 for gaining and understanding the social condition of XI MIPA 1 and MIPA 2 classes. Through the observation, the researcher could uncover the problems of Google Meet usage, even this observation was used to design next method of interview questions. After observing and getting some problems, the blueprint instrument were formed to design interview questions which answer the research questions.

The interview was done since July 31st 2021 by using Google Meet application. To prove the usage of Google Meet, the researcher also used its application to do the interview with students, meanwhile the interview with teacher was held on the spot in SMAN 11 Pandeglang. The documentation is the method of collecting data after observing and interviewing by using picture, note and recorder.

Observation

The observation was held as the first of collecting data in this research. The researcher used non-participant observation to know students condition of online teaching and learning activities in this pandemic. The observation was done for two times in two weeks at SMAN 11 Pandeglang by observing the online activities through Google Meet application.

The observation was on Tuesday, July 13th and 27th 2021. The initial activities of online learning through Google Meet were greetings, asking condition, checking students' attendance and explaining basic competencies. The result supported by Sri Gusti, et al (2020:35) states that:

The advantages of Google Meet in online learning include the ability to invite 100 participants by using G Basic Suite, 150 participants by using G Suite Business and 200 participants by using G Suite Enterprise, integration with Google Calendar and Google Classroom so that meetings can be scheduled ahead of time, the other ability to share a screen for presentation, the platform can be accessed by smartphone or laptop.

Some Google Meet features were used such as microphone to communicate, message field to list the attendance and presentation feature to convey the material. The teacher used presentation feature to convey English material by using power point slide share. The material conveyed well and clear as students' needs. After presenting the material, the teacher started asking to students for checking their understanding about the material, there were any interactions between students and teacher. But not all students could follow Google Meet class because less of internet connection, even many students were late for Google Meet. It also in accordance with Sawitri (2019: 18) that:

There are three disadvantages of using Google Meet. The first disadvantage of Google Meet is that it currently lacks a data saving feature while conducting virtual meeting. If there are no data saving features, the most likely outcome is data waste. The second point is that before using the full features of Google Meet, the users should purchase a Google Suite package. Some functions in Google Meet are restricted, and not all of them are free. The last disadvantage is Google Meet

Not only need fast connection but also stabil connection, without stabil internet connection the users cannot use it maximally.

In the last session, the teacher gave students an assignment and shared the Google Form link to fill the assignment.

Interview Result

The subjects to collect the interview data of this study were eleventh MIPA 1, MIPA 2 and English teacher. The total of the respondents are 13 respondents, they are 12 students and one English teacher. Based on the introduction of this study, the data interview are described as follows:

The Kinds of Google Meet Features

Meet attendance was the feature which could be used as a virtual list attendance of students. The teacher could know how many students which have followed the Google Meet class. It could be found from the student's opinion as follows:

“There is attendance list but we use message field and there is also the teacher who sends the link. So, it is not the pure feature of Google Meet, we have not ever use it because maybe it is fee.”

This is also in line with James (2020: 11) that meet attendance record the attendance of all connected people in a google sheet. The extension, fee for the google chrome web browser, allows you to automatically record student's attendance in a video lesson with Google Meet.

Presentation feature is very important feature in Google Meet, this feature was used to present the material which was presented by teacher. Presentation feature was the share screen icon which not only for sharing files or pictures but also could share videos. The result supported by Basori (2021: 58) that there is presentation feature in Google Meet to present material in Pdf, Docs, Spreadsheet, YouTube and others can only click the presentation bottom, with notes the file has been opened first. There will be 3 choices option all screen, window, and tab.

The function of this feature really helped in the learning process effectively, this could be shown from the results of interview with the student's opinion as follows:

“Yes, it is really help because if there is no presentation or the material is only talked, sometimes there are many students do not understand. But if there is presentation we can also write the material.”

Virtual board is a feature which change whiteboard in offline learning. This feature appearance is almost same with the whiteboard in general. This was in accordance with the theory by Basori (2021: 59) that if you are a teacher which want to deliver the material such as writing on the whiteboard, Google Meet provides the Jamboard feature. The feature is on the three vertical dots at the lower right corner, click virtual board and then click start virtual board.

The usage of virtual board was really need in online learning process. It was according to the result of interviewing the student as follows:

“This feature is good, if there is only a picture we don’t understand, but by using this virtual board can be explained more by the teacher.”

Message field is used to communicate in a box message by typing, this message field can be used as long as the learning process is going on. According to Basori (2021: 60) that if the teacher wants to make a message communication, the teacher can click chat button by writing the message.

Some school used message field as a communicate room, especially in 11th grade of SMAN 11 Pandeglang. Message field was used to do attendance list, questions and answers. It was shown by the English teacher’s opinion as follows:

“Giving the list attendance link, giving the preparation of learning process, asking students’ condition or just informing things that are not clear.”

From those the result of interview about some features of Google Meet especially for meet attendance, presentation feature, virtual board, and message field, it was found there were only two features which always used in English online learning activities. The features were message field and presentation feature which always can be used in online learning because those features are free. Meanwhile, meet attendance could not be used because two students said it was payment and the teacher exchange the attendance list by using message field. Though virtual board was a free feature, it was not used in online learning because of students’ and teacher competencies, so the teacher exchange it by using power point in presentation feature.

The Learning Process Through Google Meet

Preparation, this step was really important to do before the implementation to prepare some materials for online learning process. It is equal with Reeder & Joos’ opinions (2020: 227) that the instructor prepares the students to learn by identifying the importance of the topic, stating the intended outcomes, and noting the relevance of the topic to the student. This should not be confused with the time used by the instructor to prepare course material and review lesson plan content.

Based on the result of the interview, the preparations that students did before online learning was preparing cell-phone or android, written tools, wifi and internet data. It could be found in student’s opinion as follows:

“Cell-phone, books and pen those all.”

Implementation of Google Meet is called as exchange of face to face class. The usage of video conference in Google Meet, made students feel that it was almost similar with face to face class by doing presentation in the Google Meet application. This was in statement from Russell & Haghi (2010: 11) state that:

Implementation is the presentation of the learning experiences of participants utilizing the appropriate media. It may involve showing participants how to make the best use of interactive learning materials, presentation classroom instruction, or coordinating and managing a distance-learning program.

This could be shown from the result of interview with student's statement as follows:

“We can present the material by using share screen.”

Practicing was an important step of online learning process. After presenting the material, the students were allowed to discuss what the material which had been explained by the teacher. This could be shown by the result of interview with a student, she stated that:

“There is discussion session, so the teacher explain the material first and then we discuss it on Whatsapp group but we back to the Google Meet after discussing.”

Result appearance is the last steps of learning process after discussing and solving the problem, students could get the result which improved students' ability in English. This could be proven by student's statement as follows:

“It depends on us, if we listen to the material from the first learning process until the end, insyaa Allah the result is we understand the material.”

Based on the statements above, the researcher concluded that the result of learning process was on the students' understanding about the material which had been explained and discussed.

The Learning Outcomes Through Google Meet

Cognitive. Based on the result of interview about cognitive with the 11th grade students of improving the knowledge of English lesson by using Google Meet at a media of online learning, which were as follows:

“Majority of students can understand the material, because in Google Meet is almost same with offline learning.” (English teacher)

It was also in line from Donner et al (2020: 56) that cognitive focused on learning outcomes center around memory and recall of theoretical information “knowing facts.” It could be concluded that learning by using Google Meet was effective enough compared to face-to-face class.

Affective. The second was affective which had been obtained from the result of interview with the students' discipline and responding during follow the English class by using Google Meet, there were as follows:

“Inshaa Allah, yes I am discipline.”(Student)

“Inshaa Allah discipline if there is no disturbance battery or signal constraint.”(Student)

“I think yes I am discipline.”(Student)

This is also in line Saftari (2019) research that:

Affective domain includes character assessment such as attitude, interest, self-concept, value and moral. The assessment of those domain affective can be seen from its competence which wants to be achieved in online learning related on giving respond, appreciation, assessment and internalization. It could be seen that most of students were discipline and it is proven affective is held optimally.

Psychomotor. The third was psychomotor of learning outcomes by developing skill, based on the result of the interviews were as follows:

“There is some skills even a little bit, at least we can develop the English skill from the last.”(Student)

“Inshaa Allah I can, if the teacher after explaining the material. For example the material is about simple present, firstly I don’t understand but after the material we can understand deeply about the material which has been explained.”(Student)

According to Donner et al (2020: 56) state that:

Psychomotor skill development contains both a memory and recall component, but also a motor control aspect. Psychomotor skill development requires knowing and performance, and such as learning outcome focus on capability of completing specified tasks. It could be concluded that students learning outcomes in psychomotor was quiet optimal.

It could be said that in online learning outcomes the students could develop their skill especially in English by using Google Meet.

Supporting Factors of Google Meet Usage

Saving pocket money. The online learning through some medias were believe more save students’ pocket money, it was supported by some statements were as follows:

“Yes it is more saving pocket money by online learning, because I bought internet data only for Rp. 110.000 for a month, it is of course different from offline learning because in installments.”(Student)

“Rizka usually using wifi, so it is more saving my money.”(Student)

“Yes it is more saving money because I don’t need to buy petrol, only for data internet.”(Student)

Time accessible. Not only saving pocket money, the supporting factors also in time accessible of using the online learning media especially Google Meet. It was supported by student’s statement, she said:

“Yes we can access it anywhere, long ago I ever follow Google Meet class in the hospital.”

Based on the result of the interview about supporting factors in online teaching through Google Meet could be proven, it could be seen that online learning saved more pocket money and could be access everywhere.

The Obstacle Factors of Google Meet Usage

Internet connection. In this internet connection, there were some difficulties of accessing Google Meet in online learning. It was supported on student's accordance as follows:

“The important thing is connection, especially for English lesson, if the data connection is not good I can understand the material.”

This was in accordance with Yuliani et al (2020: 27) that the students are experienced lack of technology usage, limited internet connection, no facilities, economic limitations, limited direct communication between students and teacher.

Internet data usage. To support students' online learning, it is needed internet data. The obstacles of internet data usage was too expensive to bought, this could be seen on the result of interview with student, she stated:

“I think online learning is expensive, because I have to pay internet data and it is quite expensive.”

It is based on Sawitri (2019: 18) explanation, she explained that Google Meet is that it currently lacks of data saving feture while conducting virtual meeting. If there is no data saving features, the most likely outcome is data waste

Devices. Following the students' devices of doing online learning through Google Meet. The students almost all used cell-phone and sometimes the material could be caught, it was related on student's statement as follows:

“I almost always use cell-phone, I ever use laptop but the laptop is not mine so I can't always use it. If using cell-phone, sometimes I can't see the material if the teacher used share screen.”

It is same with Yuliani et al (2020: 27) said that educational sector should do many sacrifice to give the effective online learning most students have unsupportive smartphone or cell-phone, even no adequate facilities.

It could be concluded that most of the students' difficulties are the internet connection was impact students' online learning, the used of cell-phone to do online learning activities, even there were some students used laptop but not all class could be followed by using laptop because it is not their laptop, and there were some students used two cell-phone because of not enough space.

Documentation Result

A Supratiknya (2015 : 65) states that the document of qualitative research can be a public document such as newspaper or magazine, minutes of meeting, official minutes, or private document such as diary book, personal letters, and others.

Another statements from Sugiyono (2013: 240) states that document can be formed as written, picture, or any monumental arts from someone. The written document form such as diary notes, life

histories, caritera, biography, rules and policy. While the picture document form such as photos, life pictures, sketch and others.

Based on the explanation above, through observation and interview the researcher took document of picture document from photos and written document from notes to prove the data collective. Here were the results document data of Google Meet usage based on observation and interview, as follows:

Table 1. Result of documentation

No	Component	Indicators	Note
1	The Kinds of Google Meet Features Usage	a. Meet attendance feature	Not used
		b. Presentation feature	Used
		c. Virtual board feature	Not used
		d. Message field feature	Used
2	The Learning Process Through Google Meet	a. Preparation	Available
		b. Implementation	Available
		c. Practicing	Available
		d. Result appearance	Available
3	The Learning Outcomes after Using Google Meet	a. Cognitive	Available
		b. Affective	Available
		c. Psychomotor	Available
4	The Supporting Factors of Using Google Meet	a. Saving students' pocket money	Available
		b. Time accessible	Available
5	The Obstacle Factors of Using Google Meet	a. Internet connection	Available
		b. Internet data usage	Available
		c. Devices	Available

The results shown that the learning process through Google Meet was quite conducive because teacher could present the material clearly, while presenting the material there were some discussions and interactions so that the students could understand the material. Besides, there were some students who cannot follow the class effectively because of internet connection and data internet problems.

CONCLUSION

The research conclusion presented based on the result of data which has been analyzed from the previous chapter. The findings and discussions of the result in this research Google Meet usage of online learning activities during pandemic Covid-19 at 11th grade of SMAN 11 Pandeglang related on the kinds of Google Meet feature, learning process, learning outcomes, supporting factors and obstacle factors are obtained as follows:

Kinds of Google Meet Features

There are four kinds feature which are questioned in online teaching and learning at SMAN 11 Pandeglang, they are meet attendance, presentation feature, virtual board and message field. From those four features, there are only two features which can be implemented in English online teaching and learning activities through Google Meet. The features are presentation feature and message field.

The presentation feature is used by teacher to deliver the material through some documents which is shared in presentation feature of Google Meet. This feature is really help in continuity of online learning process.

The message field is used as communications column. This column is useful for giving some information and asking questions. The students and teacher access this feature for discussing, asking, giving information and attendance list.

Meanwhile meet attendance and virtual board are not naturally used in online learning process because of students' understanding and meet attendance is fee feature. But the students and teacher replace these two features by using the other feature such as message field and the other media such as power point.

Learning process

The learning process through Google Meet usage can be seen from some steps. The preparation is the first step of learning process, students prepare cell-phone, internet data, book, pen and even phone memory.

The implementation is the second step which is conducted in English online teaching and learning. The usage of Google Meet media in online learning process is quiet conducive because the teacher can present the material through presentation feature clearly. After practicing there are some interactions between students and teacher to examine students' understanding. And then the last step is giving an assignment related to the material for measure students' knowledge.

Supporting factors

The supporting factors of using Google Meet for teaching and learning activities are seen from the saving pocket money and time accessible. The result shows that online learning is more efficient of saving pocket money than face-to-face class. The time of accessing also can be accessed everywhere as long as it is still on the lesson's schedule.

Obstacle factors

Besides that supporting factors, obstacle factors also affect online learning. They are: lack of internet connection, expensive data internet usage, and limited students' devices are the obstacle factors which is found in online learning process through Google Meet.

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