

## Utilizing Google Classroom and Google Meet for Teaching English Language

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ARTICLE INFO	ABSTRACT
Article history	This study aims to evaluate the advantages of the online learning resources used in English for Tourism courses at Mataram Tourism College and try to overcome any challenges that may arise. The learning tools utilized in online instruction for the English for tourism courses encourage active participation in chat-based online classrooms, Google Meet for live streaming, and Google Classroom. A descriptive qualitative research methodology is employed. As can be seen, the advantages of each of the learning media may be analyzed in greater detail, starting with their respective drawbacks. This study was conducted on third-semester students of two classes of English for tourism to students in the Department of Tourism at the Mataram Tourism College. Direct observation and interviews with the students involved in the study were used to collect the data.
Received : Oct, 16 <sup>th</sup> 2023 Revised : Nov, 17 <sup>th</sup> 2023 Accepted : Dec, 20 <sup>th</sup> 2023  	
<b>Keywords:</b>	<i>Teaching, Language, English, google classroom, Google Meet</i>

### 1. Introduction

From 2019-2021, to stop the spread of the Covid-19 epidemic, all learning activities in schools have been changed from face-to-face to online meetings, and some have policies for hybrid learning (Saragih & Ansi, 2020). This online learning system automatically forced educators to experiment with the latest technological innovations. According to the Indonesia ministry of education, this online learning system is intended to be used as learning assessment material to determine which courses are acceptable or not suitable when applied online. This online learning forces us to change from face-to-face to online. Although previous studies have been conducted, there are differences in objects, so further research is needed. According to the policies during the emergency of Corona Virus Disease (COVID-19), online learning requires smartphone, a laptop or PC device connected to the internet online. Using Google Classroom, or Google Meet, this section aims to enable educators to participate in online learning from their own homes simultaneously. In this approach, these

learning activities will be able to monitor students' participation in simultaneous learning, despite the fact that they will learn in various locations.

In this research, hybrid learning consists of online and in-person instruction via online learning platforms such as Google Meet and Google Classroom. The disadvantage of receiving an education on the internet is that it is closely tied to the worldwide community of internet users. One limiting variable that impacts students who engage in online learning is a network connection that is difficult to access the internet. This happened especially for the students living in remote areas and weak signal locations (Budiarti et al, 2021). Even though some people are using the cellular network, there are still problems with the network because the location is outside the range of the cellular signal, which causes the network to be unstable. Even though some people use the cellular network, there are still problems with the network.

The instructors at Mataram Tourism college run into issues because they limit online learning activities across the board to using Google Meet, and Google Classroom. This includes both English courses they teach (Walilu&Laim, 2021). It is believed that the learning process itself will enhance the results of the objectives linked with this learning to the fullest degree that is practically possible if there are learning media that are accessible to aid in the learning process (Fitria, 2020). During the education process, it is essential to devise suitable strategies for disseminating material within the framework of the growth of media. The teaching we provide is identical to the instruction given face to face; however, it is presented in an online format rather than in person. The result is also quite favorable, the program is functioning just as it was designed to, and the educational objectives will be attained.

Although there have been some interruptions along the way, the transition to online education has been going on for more than a year, and although there have been some problems, things are usually operating well. Learning that is completed in its entirety online has the potential to be seen as a process that regulates the execution of a variety of educational activities. In a variety of settings, the students who take part in the process of virtual learning are given a variety of suggestions or pointed in a variety of directions. When teachers lead students through various learning activities, they hear various responses from their students. While some are the full antithesis of straightforward in this sense, others may be easily understood and accepted. One of the many measures that the Indonesian

government is taking to prevent the spread of the Covid-19 virus is online education. This is due to the fact that online education has the potential to have a variety of impacts, some of which may be positive while others may be detrimental (Singh et al. 2020). To guarantee that online learning is carried out effectively and in a manner conducive to achieving the objectives connected with effective online learning, educators take on the role of facilitators.

In general, the purpose of using learning media is to help educators provide teaching materials to their students with the intention that if the material is packaged in a way that is enjoyable, fun, and not boring, it can be well received by students (Purnama, 2020). Many believe that learning media is a process of delivering learning materials to students. The purpose of using learning media is to help educators provide teaching materials to their students. This, of course, will not be all that dissimilar to online learning; the main difference is that, in online education, the interaction between instructors and students is restricted by distance; consequently, additional learning tools, in the form of media that will assist in ensuring that learning activities run more smoothly and successfully, are required (Haratikka, 2020). According to Adhe (2018), the fact that there is a need for feedback activities in online learning approaches makes it feasible for these methods to be incredibly effective. This conclusion is based on the findings of the aforementioned research study. Learners may, in fact, work together on formal learning activities and pursue their own learning activities on their own time. This instructional paradigm is connected to the expectations that the pupils had about the quality of the education they would get from the teacher. According to (Putra, 2018), in the process of establishing a reference for online learning between instructors and students, two broad methods were sketched out: self-paced and facilitated/instructor-led. Students are given full control and responsible for their own learning using the self-paced online education method. On the other hand, when using the facilitated or instructor-led method, online education is carried out by an online instructor who provides various facilities, support from tutors or instructors, and collaboration between students.

Variety of online components, including as online content and interactive e-lessons, may be employed as building blocks for instructional materials (Adhe, 2018). There is no contact between students and lecturers in online content learning, and the instructional materials may include documents, PowerPoint presentations, videos, or audio files. Online content learning is also known as distance learning. Students will only be able to read or view content in a

non-interactive format, and they will not be able to participate in any way; yet, the information will be easy to comprehend. These learning tools may be beneficial even though they do not give any interaction. If they are planned methodically and are in agreement with the learning goals that have been established, they can be produced fast.

Students will be able to use the planned educational material in various ways, including reading and viewing it; capabilities such as these are adequate needed capital to be established at this time(Putra, 2020). Even if they do not provide any responsive exchanges, the objective of online learning may still accomplish maximum learning results if it is presented in such a way that students find it appealing (Purba, 2021). The interactive e-lesson is now the most popular kind of web-based training that takes on an online self-paced format. E-learning that is interactive often consists of technological components such as audio and video as well as interactive modules in the form of questions and replies to feedback. Their knowledge may be improved via the use of e-lessons. There are suggestions for further reading links or other online educational resources connected to various themes, and these recommendations are made to provide extra knowledge on such issues.

Online electronic simulations are among the most engaging kinds now available (Adhe 2018). Students are able to continue their education by participating in a variety of activities if the word "simulation" is defined to mean the creation of a learning environment that is a representation of the actual world. Students are placed in real-world scenarios and their behavior is analyzed and responded to in a web-based training environment that utilizes simulation, which is a distinctive characteristic.

Students participating in online-based learning make use of internet networks in the process of learning (Resmayani, 2020). The following are some aspects of the method of learning that is based online: 1) it 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) it creates an inclusive community of learners; 4) it makes use of media that can be accessed via the internet, IT-based learning, online classes, and digital classes; 5) it is interactive, independent, and accessible to all students (Muhammad Sobri & Novitasari, 2020).

A portion of the education that is being offered at higher education in Indonesia in the modern day is being delivered via the medium of online learning. Students can follow their

lecture activities flexibly according to the timetable provided, and their digital footprint will be viewable at any time. Online learning activities utilizing Google Meet, and Google Classroom were made to facilitate maximum retaining of information.

According to the description provided above, it is vital to have access to online learning material to fulfill the enormous skill requirements of numerous English courses. The Google Classroom services, and live streaming media like Google Meet are all examples of the many types of online learning media that may serve as mediators between teachers and students. Every possible method of education carries with it a set of advantages and drawbacks. As a consequence of this, educators are required to carry out continuing assessments in order to ensure that the structure of online learning is optimum, efficient, and successful.

## 2. Research Method

In this particular investigation, the researchers used descriptive qualitative approaches to explain the analysis that had previously been carried out. The participants in this research were students who were enrolled in English for tourism of third semester of the academic year 2022/2023 at the Mataram Tourism College. The researcher only conducted observations of two classrooms, and each of those courses had a significant number of students. Some of the students, according to the researcher's observations, have mastered knowledge about advanced general English after going through several stages of online meetings. English for tourism is a course in which students focus on advanced English for specific purpose in tourism field of study. This observations began in November 2022 and continued until December 2022. In this research, the kind of data collected is qualitative data, which takes the form of descriptions, views, comments, and observations on the development of online learning.

Several methods such as interviews, observations, and documentation were employed to acquire data for this research. After the data has been acquired, it is processed and interpreted so that it makes drawing conclusions simple. Inductive data analysis was performed by searching for research evidence and then deducing broad conclusions based on certain aspects of the data. Meanwhile, assessing the data's validity may be done in a few different ways, including testing the internal validity, external validity, dependability of the data, and objectivity of the data.

This investigation makes use of qualitative research, in which the researcher takes on the role of a human instrument to collect data and performs functions such as determining the focus of the survey, selecting data source informants, collecting data, evaluating data quality, analyzing data, interpreting data, and drawing conclusions on everything (Sugiyono, 2014). Researchers expect that they will be able to describe the advantages of using online learning material if they use qualitative research methodologies to their investigation. For the descriptive approach that is carried out via interviews to concentrate on the aims of the study, each analysis performed will be monitored through data and literature studies.

According to (Arikunto 2010), the sampling method used in this investigation was purposive. This method involves selecting subjects not based on strata, random, or regional factors, but rather on the basis of a particular purpose. This method is also known as the sampling technique with specific considerations (Sugiyono, 2014). Accordingly, the objectives and concerns of each subject chosen from the population of interest were taken into consideration. Google Classroom and Google Meet live streaming media, are the types of online learning media that are used to teach English

### **3. Research Findings and Discussion**

#### **Research Findings**

Researchers determined that each online learning media had benefits and drawbacks. This was discovered after they found that each of these online learning media had been utilized.

#### **Teaching English for Tourism in Google Meet**

After in-depth conversations with students, they used Google Meet as their online learning platform for English for tourism. Google Meet is a video teleconferencing service that can provide an online meeting environment that is considerate of students' quotas. All students need to do is join to Google Meet by clicking the link provided, and they will be at the meeting (Naprotilora et al. 2020). The desktop versions of Google Meet are also available for usage. It is also possible to use it on mobile phones, which may be carried about with the user at all times without the need to install the program. To use this program, you will not be required to pay a certain amount to purchase an internet quota; all that is required is a reliable signal.

Researchers have found that utilizing Google Meet offers a number of advantages. This application also comes with a variety of features, such as Sharing Screen, that can help instructors meet the needs of their students when presenting instructional materials, such as PowerPoint presentations, which are shown to students on their screen. It can be considered

that Google Meet is often regarded as the most successful platform for online education. The responses of the students uncovered by the researchers were different, they claimed that using Google Meet was difficult to access because of the signal.

The students come from various geographical areas, judging from their backgrounds. The limitations that are associated with the network need to be thoughtfully explored in order to produce an online learning process that can be carried out in some capacity. Some of them claim that the online learning they do use Google Meet is sometimes hindered by a signal. They have reported issues with accessibility to Google Meet on occasion. The fact that students are located in areas that are not serviced by the internet. Furthermore, the locations from which they access Google Meet vary, which causes their signals to be inaccessible. It is believed to be the most important issue; nevertheless, if lectures are still required to be delivered through Google Meet, not all students will be able to profit from the content that is offered since certain students will still be limited by poor signal conditions (Shobeiry, 2021).

### **Teaching English for Tourism in Google Classroom**

Google Classroom is also equipped with many features that are useful, effective, and safe. Even if they are accessible online via Google Classroom, students' lessons from online courses will still be saved in the system. The platform's online class service access pattern was designed to be similar to that of social media, which does not require an excess allocation to access it. In addition to making it easier for educators, Google Classroom is also considered by students to be an internet-friendly online learning medium that is friendly to internet quotas. This is because students can access the online class service without exceeding their allocation.

Using Google Classroom removes the need for direct contact between teachers and students. In Google Classroom, the instructor may choose to upload either a video, PDF file or a PowerPoint presentation. The interaction between educators and students is somewhat lost due to the fact that the interactions in this virtual class are only connected through text in the comments. This is in contrast to the direct interaction patterns that can be found in the Google Meet application. Given that the subjects that the researchers are capable of in this study are English courses, which require personal skills for each student to master various English skills including speaking, reading, listening, and writing, this will undoubtedly make it difficult for educators to assess students on an individual basis.

### **Discussion**

The conclusion that can be drawn from this study is as follows: the aspect of using Google Classroom that received the highest mean score for its ease of access, with a score of 4.57, is logging on to use Google Classroom. The findings of the questionnaire and the interviews indicate that most respondents believe that entry to the classroom is simple. Whether or not Google Classroom assists students in submitting assignments on time received a score of 3.53 out of a possible five points, making it the answer with the highest mean score in the perceived usefulness. In a sad turn of events, the quality of the learning processing obtained the lowest score. Nevertheless, the score suggested that the respondents experienced anxiety when engaged in the classroom educational process. The topic with the highest average, which received a 3.74, was one in which students were asked to propose Google Classroom for another topic. More than sixty-five percent of those who participated in the poll expressed contentment using Google Classroom as a teaching tool. As a consequence of this study and conversations with those who participated, the researchers give suggestions and directions for improving teaching via Google Classroom. First and foremost, the directions for completing the tasks need to be laid out understandably. Second, using the assessment rubric and criteria, such as quizzes and other types of evaluation. The level of difficulty of the task should be taken into account when determining the time period for presenting it.

#### 4. Conclusion

Researchers need to be aware of the crucial item in order to fulfill the learning rights of students for learning goals to be reached according to an efficient and best learning plan. This applies regardless of the learning medium being used. Researchers believe that Google Meet is a competent and successful platform that can be used with students if the group has a solid network and fewer than 30 students are in the meeting. In addition, given that Google Meet is a live streaming application that has a signal in and out, the duration of the live streaming can be prepared so that interactions between educators and students can continue to be similar to face-to-face learning in the classroom. This enables face-to-face learning to occur even when Google Meet is used. In addition, the distribution of content in the form of PDF files, PowerPoint presentations, videos, and the collecting of assignments may be done using Google Classroom.

Using google meet and google classroom for teaching English course bring enjoyable teaching and learning activities. Learning at home does not include handing out assignments, but rather ensuring that effective teaching and learning activities are carried out by arranging

them in accordance with the plan that has been determined. To achieve this goal, a well-structured, and uncomplicated timetable is developed to improve the flow of information between students and teachers, which allows for more efficient monitoring of students who choose to do their coursework at home. Therefore, online learning is the most practical answer to studying at home in the pandemic era.

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