

THE UTILIZATION OF E-LEARNING MEDIA ASSISTED BY GOOGLE CLASSROOM AND GOOGLE MEET IN LEARNING TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) PREPARATION DURING THE PANDEMIC

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Abstract

The purpose of writing this article was to describe narratively how the implementation of TOEFL Preparation learning process for 2020's new students who took online learning such as the use one of e-learning platform like google classroom and google meet during the Covid-19 pandemic. The learning method used was in the form of giving assignments through google classroom and direct learning practice with google meet based on the given assignments. The learning results showed the enthusiasm of students in participating in this learning activity. This was evidenced by the fact that almost students attended this online learning. However, there are obstacles faced, namely the lack of good network at certain times so that there was a student's lack of understanding of the material presented. However, from the results of direct observation during the implementation of learning, it can be said that the use of e-learning, especially in the use of google classroom and google meet, are able to help students to continue and to participate in distance learning.

Keywords: Online, Learning, Technology

Introduction

The 2019 corona virus outbreak (Covid-19) has led to various changes in living systems around the world in all sectors including the education sector. In Indonesia, we can see evidence of changes in the education sector with instructions from the government, especially in the policy of the Indonesian Ministry of Education and Culture to impose distance learning (PJJ) using various e-learning tools. The application of distance learning is applied to all levels of education from elementary, secondary and higher education levels. Especially at the higher education level, the Minister of Education and Culture has issued a circular letter from the Ministry of Education and Culture of Higher Education no. 1 of 2020 which states that every higher education institution, both public and private, is required to carry out teaching and learning online.

Based on the ministerial circular letter in 2020, Universitas Riau, which is one of the state institutions in Riau Province, has instructed every lecturer in Universitas Riau to take advantage of e-learning technology in the form of using google classroom and google meet as the learning support. Hence, Lecturers are asked to be able to use those learning platforms as the learning management system (LMS) in each teaching during the odd semester of 2020.

E-learning technology is learning that uses digital electronic tools and media (Hoppe et al.:2003). According to Dong in Nurlinda (2018) defines e-learning as an asynchronous learning activity through an electronic device which can obtain learning and teaching materials through an electronic system. According to Rosenberg (2001) emphasizes that e-learning refers to the use of internet technology to deliver a series of solutions that can increase knowledge and

skills. It can be said that the use of e-learning cannot be separated from the role of the internet network as a connection for every learning process. With e-learning, learning can be carried out both synchronously and asynchronously according to the needs of each individual in an effort to help improve the quality and effectiveness of learning.

With the development of the times that have entered the revolutionary era 4.0, one of which is marked by the rapid development of electronic applications that can help carry out activities in the field of education. One of the current applications that is a "fraction" of e-learning is the use of google classroom and google meet. The google classroom application has been used by educators and students at the University of Riau since 2014. Meanwhile, the google meet application has only been used since the end of 2019. Both of these applications have been further utilized by lecturers during the Covid-19 pandemic. All teaching staffs at the University of Riau have made these two applications to be the main learning management system (LMS) for online learning.

On the basis of the LMS policy at the University of Riau by utilizing the two applications owned by the Google Company, article authors have been used by article writers in the TOEFL Preparation learning process for students of class 2020. Before the pandemic, TOEFL learning was carried out directly with classroom learning activities. However, in this semester, learning is carried out in full with an online system. Therefore, the author has designed the TOEFL learning technique for 14 meetings by combining the use of the google classroom and google meet applications. The learning process and learning materials have been arranged as effectively as possible to help students understand the material provided. Descriptions of the learning process and the use of teaching materials will be presented in a descriptive narrative in the discussion section. The writer hopes that this article

can benefit for readers about the implementation of online TOEFL preparation learning.

Findings and Discussion

The purpose of writing this article is to provide descriptive narrative information about how the implementation of TOEFL Preparation learning for Riau University students in 2020 using the google classroom and google meet applications. Before presenting a technical description of the implementation of learning activities, the writer would like to convey some articles references in which the writers showed about various ways on the use of e-learning for online learning during the Covid-19 pandemic. This is done to prove that the use of various e-learning technology has become the main means of learning in this millennial century.

In an article written by Mursyid K. N (2020), he describes the implementation of the zoom application, google classroom and whatsapp group as a means of online learning in English courses. The results showed that using these three platforms has helped lecturers and students interact effectively remotely despite technical constraints, but lectures can be completed until the end of the semester. Next, the article written by Idad S and friends (2020) revealed that the use of the google classroom application in Biology learning is quite good and effective in helping students in the learning process and understanding the material. Furthermore, the article written by Danin H and Aqilah A.R (2020) states that the use of the zoom meeting application has helped lecturers and students easily communicate face-to-face even though they have never met in person. Research conducted by Ericha W.P (2020) states that the use of zoom, google classroom, schoology, and edmodo applications can be carried out effectively even though there are technical obstacles at unexpected times regarding the lack of an unsupportive internet connection. The

conceptual article written by Shivangi D (2020) concludes that the use of e-learning tools for online learning during the pandemic is an alternative solution to help the learning process in the world of education. Research conducted by Antonius S and friends (2020) on student perceptions of online learning during the Covid-19 period. The results showed that students were quite familiar with various e-learning platforms. However, they still need time to understand the platforms used. And also they are concerned about the very limited internet package so they somewhat object if learning activities are carried out face-to-face using zoom or google meet. It is better if you take advantage of google classroom by giving assignments. Research conducted by Surakhsha S and friends (2020) on the use of e-learning during a pandemic for nursing students in Nepal. The results of this study concluded that e-learning is a technology that should be used as an alternative means for developing countries such as Nepal. With the use of e-learning for

lecturers and students, the learning process can run effectively during the Covid-19 period.

Referring to several research results conducted by several education practitioners regarding the use of 'varieties' of e-learning tools, the author also describes how to use the google classroom and google meet platforms for TOEFL learning during the Covid-19 period, especially for 2020 class students in the scope of Riau University. Before the odd semester learning was carried out, the author had designed TOEFL Preparation learning using the google classroom and google meet platforms. The reason for using these two platforms is to make it easier for students to interact both directly and indirectly so that the target achievement of the final results of the student's TOEFL score can increase according to the graduation standard of at least 450. Therefore, the author shares learning activities using these two platforms alternately. The form of the learning design can be seen below:

**LESSON PLAN FOR TOEFL PREPARATION ACTIVITY
 UNIVERSITAS RIAU
 2020**

| MEETING | TOPICS | ACTIVITIES DESCRIPTION | MEDIA/SOURCE |
|-----------------------|-----------------------------------|--|--|
| 1/September 2020 | Pre Test | Pre-Online TOEFL Test | UPT Bahasa Team |
| 2/28 Sept-03 Okt 2020 | Introduction | -Policies for TOEFL Preparation activities | WA, Google Meet/ Power Point |
| 3/05-10 Oct 2020 | Focus on Sound and Meaning | -To explain about sounds varieties in English words -Practices | WA, Google Meet/file latihan/power point |
| 4/12-17 Oct 2020 | Focus on Short Conversation | -To explain about some strategies to answer short conversations - Practices | WA, Google Meet/file latihan/power point |
| 5/19-24 Oct 2020 | Focus on Longer Conversation | -To explain about some strategies to answer longer conversations -Practices | WA, Google Meet/file latihan/power point |
| 6/26-31 Oct 2020 | Focus on Talks | -To explain about some strategies to answer talks - Practices | WA, Google Meet/file latihan/power point |
| 7/02-7 Nov 2020 | Focus on TOEFL Structure | -To explain about some strategies to answer structures - Practices | WA, Google Classroom |
| 8/02-7 Nov 2020 | Focus on TOEFL Structure | -To explain about some strategies to answer structures - Practices | WA, Google Meet/file latihan/power point |
| 9/09-14 Nov 2020 | Focus on TOEFL Written Expression | -To explain about some strategies to answer written expression - Practices | WA, Google Classroom |
| 10/09-14 Nov 2020 | Focus on TOEFL Written Expression | -To explain about some strategies to answer written expression - Practices | WA, Google Meet/file latihan/power point |
| 11/16-21 Nov 2020 | Focus on Reading Comprehension | -To explain about some strategies to answer reading comprehension - Practices | WA, Google Classroom |
| 12/16-21 Nov 2020 | Focus on Reading Comprehension | -To explain about some strategies to answer reading comprehension | WA, Google Meet/file latihan/power point |

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|-----------------------|--------------------------------|--|--|
| | | - Practices | |
| 13/23-28 Nov 2020 | Focus on Reading Comprehension | -To explain about some strategies to answer reading comprehension - Practices | WA, Google Classroom |
| 14/23-28 Nov 2020 | Focus on Reading Comprehension | -To explain about some strategies to answer reading comprehension - Practices | WA, Google Meet/file latihan/power point |
| 15/30 Nov-05 Dec 2020 | Review | Pra- Post Test and All Topics Review | WA, Google Meet/file latihan/power point |
| 16/Dec 2020-Jan 2021 | Post Test | Post-Online TOEFL Test | Tim UPT Bahasa |

Based on the learning design above, the implementation of TOEFL Preparation learning is carried out with the google classroom and google meet applications and is also assisted by the Whats App group as a communication link between the two platforms. At the initial meeting (meeting 2), the author used the google meet application because at the learning contract stage there should be face-to-face meetings between the teacher and students so that the content or learning material and the subsequent learning process can be understood by all students. At meeting 3 to 6, the writer and also as a TOEFL teaching lecturer uses google meet in explaining and practicing listening material. This must be done face-to-face because we want to know the extent to which students are able to understand the dialogue being played. Whereas for meetings 7 to 10 where learning is focused on understanding the grammar structure of English, learning activities are carried out using the google classroom and google meet platforms alternately. This is done so that students are given the opportunity to study independently first, then discussions and questions will be carried out at the next meeting using google meet. Likewise with learning activities for meeting 11 to meeting 14, learning activities are carried out alternately in the use of the learning platform. In essence, grammar and reading comprehension materials can be done independently first. After self-study, it will be followed by a discussion session about things that are less understood. At the last meeting (15) before the post-test, the implementation of learning was carried out by using google meet. This is done to

review all activities and ask questions and preparations that must be done before the exam. Meeting 15 is used as an evaluation “arena” during the learning process. From the results of conversations with students with TOEFL Preparation teaching lecturers about the use of e-learning tools in the form of google classroom and google meet, it can be said that almost all students benefit from the media used. Even though they have never met in person, they are still excited to take part in TOEFL learning. They hope that online learning using these two platforms can be reused in the following semester. However, there are still technical obstacles that are commonly encountered in online learning, namely the limitations of internet packages and network disruptions.

Conclusion

From the results of the description of the TOEFL Preparation learning process activities using google classroom and google meet, it can be concluded that the use of e-learning technology assisted by google classroom and google meet has had a positive effect on the implementation of learning and enthusiasm in trying to understand the material being taught. Students have more time to study independently according to instructions given through the google classroom application and they are given free opportunities to have direct discussions on matters that are not yet understood. Even so, they hope that there will be a policy to implement online learning, especially TOEFL learning, even though the pandemic period is over because the online learning system gives them plenty of time to study

independently and explore material and prepare various kinds of questions to ask.

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