

# ANALYSIS OF ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC THROUGH GOOGLE MEET

Diah Rosalina<sup>1)</sup>, Yuniarta Ita Purnama<sup>2)</sup>, Meiga Ratih Tirtanawati<sup>3)</sup>

<sup>1</sup>Faculty of Language and Arts Education, IKIP PGRI BOJONEGORO  
email: [diahr117@gmail.com](mailto:diahr117@gmail.com)

<sup>2</sup>Faculty of Language and Arts Education, IKIP PGRI BOJONEGORO  
email: [yuniarta\\_ita@ikippgribojonegoro.ac.id](mailto:yuniarta_ita@ikippgribojonegoro.ac.id)

<sup>3</sup>Faculty of Language and Arts Education, IKIP PGRI BOJONEGORO  
email: [meigaratihirtanawati@gmail.com](mailto:meigaratihirtanawati@gmail.com)

## *Abstract*

### *Abstract*

*This study aims to find out how the implementation of e-learning through the google meet application in English subjects at SMPN 1 Jepon during the pandemic, and what obstacles were experienced during the learning and teaching process through the google meet. This study uses a qualitative approach. In collecting data, researchers used primary data sources and secondary data sources, then the samples in this study were English teachers and students of SMPN 1 Jepon in the 2021-2022 school year as primary sources and school documentation as secondary sources. Data collection techniques using observation, interviews, and documentation. The data analysis technique uses the theory of Miles and Hubberman, namely reducing data, presenting data, and concluding data. The findings that the researchers found were that the implementation of e-learning through the Google Meet application on English subjects at SMPN 1 Jepon had been successfully implemented very well, in this case the e-learning that was applied was e-learning type of synchronous training, namely e-learning implemented at the same time. In the process of implementing it, there are several obstacles, namely the internet network, and students' understanding in learning English through Google Meet.*

*Keywords : covid-19 pandemic, learning, english, google meet.*

### *Abstrak*

*Penelitian ini bertujuan untuk mengetahui bagaimana penerapan e-learning melalui aplikasi google meet pada mata pelajaran bahasa inggris di SMPN 1 Jepon saat pandemic, serta apa saja kendala yang dialami saat proses belajar dan mengajar melalui google meet tersebut. Penelitian ini menggunakan metode pendekatan Kualitatif. Dalam mengumpulkan data, peneliti menggunakan sumber data primer dan sumber data skunder, kemudian sampel dalam penelitian ini adalah guru bahasa inggris dan siswa SMPN 1 Jepon tahun pelajaran 2021-2022 sebagai sumber primer dan dokumentasi sekolah sebagai sumber skundernya. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan teori dari Miles and Hubberman yaitu mereduksi data, menyajikan data, dan menyimpulkan data. Hasil temuan yang peneliti temukan adalah penerapan e-learning melalui aplikasi google meet pada mata pelajaran bahasa inggris di SMPN 1 Jepon telah berhasil diterapkan dengan sangat baik, dalam hal ini e-learning yang diterapkan merupakan e-learning jenis synchronous training yaitu e-learning yang dilaksanakan dalam waktu bersamaan. Dalam proses penerapannya terdapat beberapa kendala yaitu jaringan internet, tidak ada kuota internet, dan pemahaman siswa saat belajar bahasa inggris melalui google meet.*

*Kata kunci : covid-19 pandemi, pembelajaran, bahasa inggris, google meet.*

## INTRODUCTION

Corona Virus Disease or known as COVID-19 is a virus that spreads among humans in a short period of time. This disease can attack due to upper respiratory tract infections to ARDS (Acute Respiratory Distress Syndrome). During the Covid-19 Pandemic, which plagued the State of Indonesia, forcing the Government, especially the Minister of Education, to implement a new policy, namely teaching and learning activities carried out with an online system or now it is familiarly called daring.

The aim of this government policy is to break the chain of transmission of the Corona Virus which is harmful to the people of Indonesia. According to (Isman, 2020) online learning is the use of internet networks in the learning process. With this, students have the flexibility of time to study, can study anytime and anywhere. Students can interact with the teacher using several applications such as classrooms, video conference, telephone, or live chat, zoom or via WhatsApp group.

This learning is an educational innovation to answer the challenges of the availability of varied and creative learning resources. The success of a learning model or learning media depends on the characteristics of the students. In all literature on e-learning it indicates that not all students will be successful in online learning. This is due to the learning environment and the characteristics of students. (Nakayama M, Yamamoto H, 2017 : Jurnal Ilmu Pendidikan Vol 2).

In its application, E-Learning has many applications that function as media to support the implementation of the distance learning process. One application that offers the convenience of carrying out the learning process virtually is Google Meet. Google Meet allows users to make video calls with 25 other users at

each meeting. In other words, Google Meet can be an alternative to support virtual face-to-face learning and teaching in order to minimize interactions outside the home.

In its implementation, 1 Jepon Junior High School has used the Google Meet application to facilitate the virtual face-to-face learning process for English subjects. This was supported by the results of pre-research interviews with students at SMPN 1 Jepon, that during the pandemic the learning process was carried out online through the Google Meet application on English subjects.

Google Meet is an application from Google which is a video communication application service developed by Google (Lewandowski, 2015: 37). This app allows users to make video calls with 25 other users per meeting. With that, google meet can be used as an alternative medium for direct interaction during the learning and teaching process virtually. Google Meet is the strongest version of the application compared to its predecessor Hangouts because it can be displayed on web applications, Android and iOS applications.

Google Meet can be used for free for a small scale of 25 people, besides this application has a unique and functional interface with a light and fast size, prioritizes efficient, user friendly management that all participants can follow. Interestingly, this application can be enjoyed via mobile devices, be it iOS or Android. Users can also monitor the schedule easily with all the important information from the calendar.

## RESEARCH METHOD

The approach used in this research is a qualitative approach. Qualitative is a type of research where the findings are not obtained through statistical procedures or other forms of calculation.

According to Strauss and Corbin in Cresswell, J. (1998: 24) qualitative research is a type of research that produces findings that cannot be obtained using statistical procedures or other means of measurement. This research is generally used for research on people's life, history, behavior, organizational functionalization, social activities, and others.

Bogdan and Biklen, S. (1992: 21-22) explain that qualitative research is a research procedure that produces descriptive data in the form of words or writings and the behavior of the people being observed. This approach is expected to be able to produce in-depth descriptions of the speech, writing, or behavior of a particular individual, group, community or organization in a context setting and studied from a comprehensive, comprehensive and holistic perspective.

Data collection is a technique used to collect data as evidence for research that does not cause deviations from the actual data. Data collection can be done by means of questionnaires, interviews, observations, tests, documentation and so on. To obtain the desired data and in accordance with the problems of this thesis, the authors use the following methods: interview, observation, and documentation.

Data analysis is the process of systematically searching and compiling data from interviews, observations, and documentation by organizing data and selecting which data is important to study and conclude so that it is easy to understand (Sugiyono, 2007: 333-345). Like Bogdan and Biklen as quoted by Lexy. J Moleong, that qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, looking for and finding important and studyable patterns, and deciding what to tell others.

Miles and Hubberman (Sugiyono, 2007: 204) suggest that data collection is in the form of data reduction, data presentation, and the final step is drawing conclusions.

## **RESULT AND DISCUSSION**

### **Result**

The research was conducted by writer on April 26, 2021. In practice, writer made observations during English lessons using Google Meet. As we know, at that time we were faced with an epidemic that we had to avoid, namely Covid-19. This causes a condition where the entire community cannot carry out normal daily activities. Then the government implemented a lockdown and social distancing where we all had to stay at home to reduce the spread of the covid-19 virus.

To overcome these problems, online learning is carried out, one of which is by using the meet application. This has also been implemented at SMPN 1 Jepon. From the results of observations made by writers, that the school actually implements online learning through google meet.

### **Implementation of e-learning through the Google Meet at Eight grade of SMPN 1 Jepon.**

From the results of the observations above, it can be found that online learning of English subjects through Google Meet can be said to run smoothly. The teacher has carried out his obligations, namely by delivering material according to the lesson plan, holding questions and answers related to lessons, and giving assignments to students and students doing the assigned tasks even though there are difficulties when collecting assignments.

The application of online learning through Google Meet is very effective. Google meet makes it easier for teachers to deliver material virtually and students can understand the lessons delivered by the

teacher. With Google Meet, the learning and teaching process can be done anywhere as long as there is an internet connection. By utilizing google meet, students will be motivated to study online, because now distance is no longer an obstacle when they want to learn.

### **To know the student's obstacles while implementing Google Meet application.**

That learning English through Google meet had obstacles, namely the understanding and comfort of some students when attending the meet class and the disruption or difficulty of the internet network when students wanted to enter the meet.

But apart from that, the application of e-learning through Google Meet in English lessons also has advantages, namely that teachers and students can do learning remotely to avoid the spread of COVID-19.

Inhibiting factors can occur when learning is carried out, such as the inability of students to understand a lesson, of course, learning becomes hampered. Then the interference factor in the signal when doing online learning will also hinder students in learning.

### **Discussion**

#### **Implementation of e-learning through the Google Meet at Eight grade of SMPN 1 Jepon.**

The process of learning English through google meet has been running smoothly, the features of Google meet have also supported the teaching and learning process, the teaching carried out is also in

accordance with the lesson plans. Google Meet is very safe because only people who have an account registered with the Ministry of Education and Culture can enter. The English material delivered through Google Meet has been delivered well, and if there are students who do not understand the material, it will be discussed during the Q&A session.

Teachers can supervise the student learning process because Google Meet is an application from Google which is a video communication application service developed by Google (Lewandowski, 2015: 37), so teachers can ask students to open the camera to monitor students while studying.

During the process of learning English through Google meet, there were some students who could not attend the meet class. This happens because of bad signal in the student's home area, there is no quota when there is class, then there are also those who do not enter. When assigning teachers also experience difficulties, namely the inaccuracy of students in collecting them so that they have to remind the students often.

Learning English through Google Meet makes it very easy for teachers and students during a pandemic like this. They can replace face-to-face learning with virtual face-to-face to reduce the spread of the COVID-19 virus. This is in accordance with previous writers by Dara Sawitri (2020) who conducted research to find out the use of google meet in this pandemic era, so that google meet can be expected to be an alternative media for the learning and teaching process.

### **To know the student's obstacles while implementing Google Meet application.**

In carrying out learning, especially online learning, there will definitely be

obstacles. Where these obstacles will hinder the course of the learning process. This results in delays in the learning process, especially in English lessons.

The writers found that the obstacles that students often experience when applying online through Google Meet in English lessons are not understanding the material points that the teacher explains so that inevitably students have to ask questions again. teacher. Then there is signal interference during learning, this can affect the clarity of the video when the teacher explains the material so that learning is less than optimal. And besides signal problems, some students sometimes don't have a quota to join online and there is interference from students' homes which causes students not to focus on studying.

In addition, the application of online learning or e-learning through Google Meet in English lessons has advantages. This has been explained in previous chapters that the implementation of e-learning through Google meet teachers and students can continue to carry out the learning and teaching process during a pandemic like this. Then they can interact and discuss through video calls (Google meet) with a large number of participants.

## CONCLUSION

The implementation of online learning using Google meet at SMPN 1 Jepon has been implemented and is running well. Teachers and students already understand how to use it, as for the steps to use it, you must first have a study account to log in, enter classroom and select the class you want to teach, after that click the meet link in the class assignment, then students can join the meet . Judging from the way of logging in,

Google meet is very safe to use. Learning is also carried out as usual because teachers can interact directly with students. The difficulty of the teacher when teaching through meetings when collecting assignments only, because students are not on time in collecting them.

There are several obstacles for students when implementing Google meet in English lessons at SMPN 1 Jepon, namely: lack of understanding of students when the teacher explains English material, student housing areas that do not support good signals, no quota when lessons are conducted, then disruption from student's house or a noisy mic from the teacher so it disturbs learning process.

## REFERENCES

- Dewi, W. A. F. (2020). Dampak Covid-19 terhadap implementasi pembelajaran daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55-61.
- Febriyanti, R. H., & Sundari, H. (2020). Penerapan Penggunaan Platform Dalam Pengajaran Bahasa Inggris Berbasis Daring. *RANGKIANG: Jurnal Pengabdian Pada Masyarakat*, 2(1), 17-27.
- Hartanto, W. (2016). Penggunaan e-learning sebagai media pembelajaran. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial*, 10(1).
- Sawitri, D. (2020) "Penggunaan Google Meet Untuk Work From Home Di Era Pandemi Coronavirus Disease 2019 (Covid-19)", *Prioritas: Jurnal Pengabdian Kepada Masyarakat*, 2(01), pp. 13-21.
- Nalurita, S. (2020). Pemanfaatan Aplikasi Google Meet Pada Mata Kuliah Teknik Proyeksi Bisnis Semester

- Gasal Tahun Pelajaran 2020/2021 Di Universitas Dirgantara Marsekal Suryadarma (Unsuraya)(Studi Pada Mahasiswa Prodi Manajemen Kelas G). *Jurnal Ilmiah Manajemen Surya Pasca Scientia*, 10(1).
- Sugiyono, 2007. *Metode Penelitian Kuantitatif Kualitatif dan R & D*, Bandung: Elfabeta.
- Handayani, D., Hadi, D. R., Isbaniah, F., Burhan, E., & Agustin, H. (2020). Corona virus disease 2019. *Jurnal Respirologi Indonesia*, 40(2), 119-129.
- Yurianto, A., & Bambang Wibowo, KP (2020). Pedoman Pencegahan Dan Pengendalian Coronavirus Disease (COVID-19)(MI Listiana Azizah, Adistikah Aqmarina. *Jarak antara kampus D Universitas Gunadarma Jl. Margonda Raya , 100 .*
- Nakayama M, Yamamoto H, & S. R. (2007). The Impact of Learner Characteristics on Learning Performance in Hybrid Courses among Japanese Students. *Elektronik Journal E-Learning*, Vol.5(3).1
- Warsita, Bambang. (2008). *Teknologi Pembelajaran: Landasan & Aplikasinya*. Jakarta: Rineka Cipta.
- Dahiya, S., Jaggi, S., Chaturvedi, KK, Bhardwaj, A., Goyal, RC dan Varghese, C., 2016. Sistem eLearning untuk Pendidikan Pertanian. *Jurnal Penelitian Pendidikan Ekstensi India*, 12(3), pp.132-135
- Koran, J. K. C. (2001). Aplikasi E-learning dalam Pengajaran dan Pembelajaran di Sekolah-Sekolah Malaysia. *E-Learning*, 3.
- Moleong, Lexy J. 1995. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Sofyana, L., & Rozaq, A. (2019). Pembelajaran Daring Kombinasi Berbasis Whatsapp Pada Kelas Karyawan Prodi Teknik Informatika Universitas Pgri Madiun. *Jurnal Nasional Pendidikan Teknik Informatika: JANAPATI*, 8(1), 81-86.
- Lewandowski, M. (2015). Creating Virtual Classrooms (Using Google Hangouts) For Improving Language Competency. *Language Issues: The ESOL Journal* 26(1): 37-42.
- Supardi. 2005. *Metode Penelitian Ekonomi dan Bisnis*. Yogyakarta: UII Press.