

Google Meet Application as an Online Learning Media for Descriptive Text Material

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Abstract

The Covid-19 pandemic has resulted in all activities being carried out online from home, including teaching and learning activities. So the use of online-based platforms can be a solution to the learning process at this time continues to run smoothly. One application that can be used is Google Meet which is a video communication service. This study aims to explain the use of Google Meet in the learning process of Descriptive Text material in class 10 IPS 4 MAN 4 Jakarta, which includes the advantages and disadvantages that are felt in the implementation of learning this material using Google Meet. This research uses qualitative research with descriptive methods where the research results are obtained through observation and interviews which are then analyzed by describing them. The results of the study found that Google Meet is suitable for delivering Descriptive Text learning material while speaking practice for students in class 10 IPS 4. However, this media cannot be used to carry out written assessments so that other media is needed as an additional medium of taking written scores.

Keywords: *Online Learning, Google Meet, Descriptive Text*

Introduction

At the beginning of 2020, there has been the emergence of a new virus from Wuhan, China. Due to this virus, human activities around the world are disrupted and cannot run normally as before, the field of education also included (Al-Marroof et al., 2020). Seeing the rapid development and transmission of the Coronavirus, the Indonesian Government is taking various ways to deal with it. One of them is the study from home policy. The Minister of Education and Culture of the Republic of Indonesia through circular number 36962 MPK.A HK 2020 appealed to all university leaders, heads of higher service institutions, heads of provincial education offices, heads of district/city education offices, as well as heads of technical implementation units of the Ministry of Education and Culture of the Republic of Indonesia to postpone activities that invite and collect mass and replace them with teleconferences or other online activities.

The use of online-based platforms can be a solution to the learning process at this time continues to run smoothly. That is similar to the description from Pratama et al., (2020) virtual meetings through online applications provide many benefits, especially through video conferencing which makes the learning process efficient, practical, and safe. With this video conferencing can foster a sense of togetherness and have interactive communication. Besides, the features in various online applications make the learning process easier because users can send files during the learning process or use digital whiteboards in online application features. Online learning is an alternative that can be used as a learning medium during a pandemic.

Most students have experienced this online learning for the first time. However, many students are satisfied because they get interaction in online classes, motivation directly conveyed by the teacher, course structure and adequate facilities, and so on. They get all this when using online learning media via video conferencing (Baber, 2020). One application that is also a video communication service is Google Meet. This application is very helpful, especially in these conditions where we are required to keep our distance to avoid the Covid-19 virus. For students, educators, or workers who work from home, this application is very helpful because we can easily join via live video or video conferences even though we are in our respective homes. The interface provided by Google Meet allows users to meet face to face directly and effectively, but it is also very light and fast. Management is not difficult and can be followed by many participants (Singh & Soumya, 2020).

Furthermore, Google Meet is a safe application because Google has stated that they have made and operated all of their products on a safe foundation. So they believe the data of their product users will exist and remain private. In their Google Meet product, Google also provides built-in protection by default that will keep users' meetings safe (St John, 2020). Because of the various advantages of Google Meet as a video conferencing application, many people in the business and education areas like to use this application. Users find it easy to use Google Meet, so this creates a positive perception of this platform. And all the days, Google Meet users are increasing significantly (Purwanto & Tannady, 2020).

Then, the Google Meet application is one of the media used to carry out teaching and learning activities of Descriptive Text material for class 10 IPS 4 in MAN 4 Jakarta. Descriptive Text itself is one type of text in English that clearly describes the properties inherent in something, for example in humans, animals, plants, and inanimate objects. The purpose of this text is to provide clear information about the object being depicted to the reader. Furthermore, in this Descriptive Text material, grade 10 IPS 4 students learn about things related to describing famous places or tourist attractions in the world.

From the explanation above, the current research aims to provide an understanding of the experience of using the Google Meet application in the learning process, especially *descriptive text* material. Understanding the use of the Google Meet application in the learning process is expected to be a consideration for other teachers who will use the same application during the current pandemic. It is hoped that from the teachers and students who have just used this online application it can be a medium that improves learning outcomes during this critical period.

Method

This type of research is qualitative research. While the method uses the descriptive method. Descriptive research is research that aims to describe an event and its characteristics and is more directed at the "what" question (Nassaji, 2015). The purpose of this study is to describe online learning held in class 10 IPS 4 MAN 4 Jakarta using Google Meet media. This research was designed as a descriptive study. This study involved the researcher who carried out an internship at MAN 4 Jakarta in the odd semester of the 2020/2021 school year and taught English subjects in class 10 IPS 4, in which there are 30 students.

Through descriptive research, researchers try to describe events and incidents that are the center of attention without giving special treatment to these events. So that the steps taken by the researcher are as follows: (1), formulation of research problems (2), determine the type of

information required (3), define data collection procedures, the researcher chose to do observations and conduct interviews with the English teacher. (4), after collecting data, researchers sort out which data needs to be used and which ones are not (5), based on the results of data processing that has been carried out, the researcher will conclude the results of descriptive research by answering research questions and synthesizing all these answers in one conclusion that summarizes the overall research problem

Results and Discussion

The researcher follows the use of online learning through Google Meet in class 10 IPS 4 for 7 meetings. During the learning process, the researcher always does observations, observing every detail of what happened in the learning and teaching process of the descriptive text material in the class of 10 IPS 4, MAN 4 Jakarta. Besides, researchers also conducted interviews with the teacher, the questions of which were as follows;

Table 1. Interview Questions

No.	Question	Answer
1	Why did you choose to use Google Meet as a learning media?	
2	Is Google Meet always used every time there is an English learning process?	
3	What are the advantages of using Google Meet as a learning media?	
4	What are the disadvantages felt while using Google Meet as a learning media?	
5	Do teachers only use Google Meet as the only learning media or are there other learning media as a support?	

After conducting repeated observations and interviews, the results found by the researcher will be described as follows; (1) Many students join on time at the Google Meet room knowing that it is English class. So that after the teacher shared the link to join the Google Meet room, students immediately rushed over and joined the Google Meet room. Students have no difficulty operating Google Meet because Google Meet is designed to be very easy to operate. As revealed by Purwanto, E. & Tannady, H. (2020) in their research which is because Google Meet users find it easy to operate, many people choose to use Google Meet for their needs. Resulting in a significant increase in Google Meet users. (2) During the teaching and learning process, many students turn off their videos or cameras. So the teacher cannot confirm whether the students are there to listen to the explanation of the material or just join in the Google Meet room, but the students are not there or carry out other activities.

(3) During the learning process there are students who forget to turn their audio on or off. So it could be that when the teacher delivers the material there is another sound coming from students who forget to turn off the audio feature in Google Meet. Or when students and teachers want to express their opinions after lengthy words, it turns out that the audio feature has not been activated, (4) When the learning process takes place several times there are delays so that misunderstandings can occur between teachers and students in the learning process. (5) The devices used when participating in Google Meet also affect the continuity of this learning process. If the device used is in an abnormal condition, it will interfere with the learning process. For example, it often happens when teacher call students' names for opinion during the Google Meet learning process, they do not respond or they have responded to the teacher, but they cannot be heard clearly because there is an error from the student speakers.

(6) Because there is an error from the device or from the internet network, both students and teachers often exit the Google Meet application without any intention of doing that. (7) In the learning process, the teacher uses the share screen feature to display the material that has been made in Power Point (PPT) so that students can also see the material. If the teacher uses a computer / desktop when conducting a Google Meet meeting, the video conference from the teacher can still be seen. However, if the teacher conducts a Google Meet meeting with a smartphone and shares a screen, the teacher's face will not be visible. (8) Learning in grade 10 IPS 4 using Google Meet is carried out for 60 minutes which includes introductory, core (delivery of material) and closing activities.

(9) The Google Meet application is only used for the teaching and learning process, delivering material, and taking scores orally. As for the written assessment, the teacher uses the WhatsApp application to give assignments to students, (10) The learning process is made as effective and efficient as possible to carry out the teaching and learning process considering that lesson hours are only limited to 60 minutes. However, these 60 are deemed sufficient to explain the main points of the material presented, and (11) Descriptive Text subject matter is to hone reading and writing skills so that teachers need to think creatively about how to get students to understand and have the skills to write this text, but through video conferencing.

Furthermore, the advantages obtained when using the Google Meet application for learning Descriptive Text material in class 10 IPS 4, MAN 4 Jakarta. Including; (1) Teachers and students can meet face to face and greet each other. When students turn off their video conferencing, the teacher only then asks students to activate their video as attendance that that day they are participating in learning activities. In addition, teachers and students can exchange stories or provide motivation directly to each other, especially during this pandemic, the important thing that is needed is motivation to keep up the spirit of carrying out activities even though all day long it's just at home.

(2) This is also expressed in a study conducted by Putra, R. W. P. (2021) where during this online learning many students lost their motivation to learn, as evidenced by the majority of students being proved by those who were late or reluctant to complete the assignment that the teacher had given. After virtual face-to-face learning using Google Meet, their motivation increased by 79.4%. This is evidenced by the results obtained that students are very actively involved and participate in the learning and teaching process. Besides that they also shared their ideas about the learning material at that time. In addition, the increase in student motivation can be seen when they can do their assignments according to what their teacher intends. (3) Descriptive Text material in grade 10 IPS 4 can be conveyed 90% clearly because in this Google Meet application the teacher can display the material in Power Point that has been made while explaining the material to students. Plus there is a White Board feature on Google Meet so that if the material is not clear the teacher can make a concise but clear picture through this feature.

(4) With the Google Meet application, speaking scores can be taken. For example, the teacher gives assignments to students in groups of 3 members to practice dialogues that ask about Descriptive Text material. So that teachers and students can know each other's speaking skills of each student and teachers and students can respond and provide suggestions for improvement directly so that the English language skills of each student can be better, (5) The Google Meet application can also be used for students to present their work, such as making descriptive text through the share screen feature of each student's

smartphone, and (6) The Google Meet application can be used by teachers to invite students to practice questions about Descriptive Text by displaying these questions through the share screen feature. Then the teacher and students can discuss these questions directly using Google Meet. So that students' understanding of the Descriptive Text material and various exercises can be clearly illustrated.

Then the shortcomings experienced when using the Google Meet application to carry out learning material Descriptive Text in class 10 IPS 4, including; (1) Additional media is needed so that students do not forget about this Descriptive Text material. For example, the teacher can ask students to make a resume of the Descriptive Text materials that the teacher has delivered orally in their respective notebooks, (2) Other media are needed to provide written assignments for students to practice their reading and writing skills. One of the media that can be used is WhatsApp (online communication or messaging media for smartphones). The teacher can give assignments to students to do the practice questions from WhatsApp, and (3) Neither students nor teachers as Google Meet users can ensure that their internet network is stable. So that sometimes there is a delay which causes the information conveyed or obtained to be unclear. Then it must be done repetition when expressing opinions from teachers and students so that misunderstandings do not occur.

However, in general, during the learning activities using Google Meet, students are quite active and can understand the Descriptive Text material along with the exercises given. During a pandemic situation like what is currently happening, teachers are forced to be innovative so that students can continue to understand their school subject matter and they become knowledgeable people.

Conclusion

Based on the results of the research that has been done, it can be concluded that the use of Google Meet in the learning process of *descriptive text* material is considered quite effective considering the many advantages obtained by using this online media. From the research results, it can be concluded that Google Meet is one of the alternatives that can be chosen as an online learning media during the pandemic, even though only through video conferencing is sufficient to replace the physical face-to-face learning process.

Even so, teachers still need to use additional media to expedite and strengthen the teaching and learning process. Besides that, the teacher also must innovate to be able to make this online learning atmosphere fun with unique learning ideas from the teacher so that students are interested in learning and easily understand the material that the teacher conveys. As stated by Sutarto et al. (2020) teachers need to have a learning strategy so that learning activities can run effectively. Also, this learning strategy is expected to increase students' interest in learning so that they feel comfortable and can understand their learning material.

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