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Using Google Classroom and Zoom Video Conference to Improve Formal Invitation Writing Skill

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Abstract

COVID-19 pandemic has presented challenges for educational institutions in Indonesia. Learning process takes place online. The condition of students at senior high school which I studied during the covid 19 pandemic with online learning and its obstacles, affected the formal invitation writing skill scores of students who were still below the student learning achievement target which is 76%-85%. Therefore, it is important for teachers to create situations that will make it easier for students to write and reduce boredom. To overcome problems and barriers to online learning with the media of google classroom and zoom meetings during the covid 19 pandemic, researchers need to provide a process and product-oriented learning model that is Project Based Learning; a student-cantered learning model and it was considered the most suitable for indirect learning during the covid 19 pandemic. This research method uses Class Action Research. The reason for using it is to improve the learning process problems that arise encountered in learning. From the results of the analysis, it was found that student learning achievement has increased from cycle I to cycle II, namely, cycle I (68.42%), cycle II (78.95%) and the average score achieved increased from 69.47 in cycle 1 becomes 77, 37 in cycle 2. And the output data from the paired sample t-test is known to have a significance value (2-tailed) 0.000 < 0.05, so it can be concluded that there is a significant difference between learning outcomes in cycle 1 and cycle 2.

Keywords: Google Classroom; Zoom Meeting; PjBL .

The phenomenon of the COVID-19 pandemic has presented challenges for educational institutions in Indonesia. This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs (Schleicher, 2020:4).

To anticipate the transmission of the virus, the government issued social distancing, physical distancing, and large-scale social restrictions. This condition requires people to stay at home, study, work, and worship at home. As a result of this policy, education in schools and universities temporarily suspended the face-to-face learning process. Thus, the learning process takes place online.

In accordance with the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of

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education policies in the emergency period of the spread of the corona virus disease (COVID-19), it is recommended to carry out the teaching and learning process from home through online learning. Readiness on the part of service providers and students is a demand for the implementation of online learning. The implementation of online learning requires supporting devices such as computers or laptops, gadgets, and other tools as intermediaries that must be connected to the internet.

Distance Education is an option in the midst of the Covid-19 pandemic. The pattern of implementing face-to-face education cannot be implemented temporarily due to social restrictions imposed by the government. The Covid-19 pandemic can be said to have brought positive blessings to the role of parents in character education of children through the learning process at home. In addition, teachers can practice skills in utilizing technology. Distance education is the most appropriate education system in accordance with the applicable Covid-19 Health Protocol, namely physical distancing to prevent the transmission of Covid-19. Through distance education, the teaching and learning process continues without the need for face-to-face meetings.

The educational situation during the Covid-19 pandemic, which has implemented online learning since March 17, 2020 and the issuance of a circular letter from the Ministry of Education and Culture to date as of May 4, 2020, has obstacles and challenges, both for teachers and students. This obstacle occurs because some students intentionally do not participate in online learning, on the grounds that they do not have internet quota to access learning so that these students are left behind and do not get grades, besides that there are still some students who do not have facilities such as mobile phones to carry out online learning activities. This makes teachers hesitant in giving assessments, while the obstacle for students is online learning makes them feel that the material presented by the teacher is very difficult to understand, especially if during the explanation the teacher uses English continuously, meanwhile students are also required to be able to find and understand the subject matter themselves without being able to carry out intense communication with teachers or colleagues. In addition, studying at home does not guarantee that students can study well because sometimes students are so busy with activities at home that they forget to take part in online learning. Online learning becomes less effective learning if there are still many unresolved obstacles. The government has tried to provide solutions to overcome the problem of internet quotas during online learning, namely by providing free internet quota assistance for students and teachers, but to overcome the problems that arise in the online learning process, of course, it is very dependent on the teacher to overcome them.

The lack of communication between students and teachers in online learning and an atmosphere of intimacy, mutual attention and encouragement can only be seen from one direction, namely the teacher. Most students only answer greetings as necessary through the available media. Communication between teachers and students should be able to be done more optimally even though they can only communicate through social media or online. The current involvement of students in distance education can be seen from the percentage in online assignment collection. Assignments collected in google classroom by students have not been able to reach 100%. Another difficulty in changing in the new normal era from conventional learning to online learning is that even though the teacher has provided tutorials, sometimes students understand the practice more directly with face to face. The tutorial is meant to be directed individually or in groups through a zoom meeting.

Students in the online learning process should be actively involved, but in reality, they are very passive. Students do not have the opportunity to learn to use English communicatively. Learning activities are only

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limited to vocabulary and text structure. So, this is also considered a failure and an obstacle to improving students' writing skills, especially on writing formal invitation.

However, it is recognized that to master this skill is not easy and is instant. Tan (2011) said that the writing process is a difficult activity in perceptive argumentation and linguistic synthesis in a language. In writing skills students need good knowledge and hard thinking when they use words, sentences, and paragraphs with good grammar, correct text structure to put their ideas into written form. In teaching writing, most students have to work individually and this causes discomfort for novice writers because they have to rely on their limited linguistic knowledge and cognitive abilities, without intensive guidance. This condition is also found in Indonesia, therefore, writing activities do not get a proper place in the hearts of the people.

Nurman Siagian, an education observer from Wahana Visi Indonesia, expressed his concern about the competence of Indonesian children who are still behind other countries. "The results of a three-year survey from the 2015 Program for International Student Assessment (PISA) issued by the Organization for Economic Cooperation and Development (OECD) show that Indonesia is still ranked 60th out of 72 countries," said Nurman. He added that the issue of competence is also closely related to the weakening of writing traditions in Indonesia along with the rapid development of gadgets. In fact, writing in notebooks has many benefits because it sharpens various skills such as critical thinking, memory, and motor skills (Harussilo in Kompas, 2018).

In addition, students' poor writing skills are also caused by the lack of students' practice in writing English. This causes students to tend to be reluctant to write in English, either during learning or after learning. Therefore, it is important for teachers to encourage and motivate students to write English, especially during online learning activities. The ability to write is a learning process that requires perseverance and practice. The more diligent you practice writing skills will improve. For this reason, students' writing skills need to be developed and pursued.

Many factors cause a lack of interest in writing, and one of them is the inaccuracy of the writing learning process in most primary and secondary schools. In learning English, teachers often give writing assignments, but in their assessment, they mostly correct vocabulary and grammar. Comments such as " good job " or " good tenses " are often used by teachers to give positive feedback in student writing. Knowledge of such grammatical components does not provide significant benefits in improving their writing skills. Therefore, as a facilitator, the teacher must be able to improve comprehensive writing skills in the concept of planning, compiling, revising and editing writing. As Christie (2016, n.p.) notes, “When teachers and students together start writing activities in school, so too are they involved in the writing process, forming meaning, working towards goals and creating different texts, or 'products'”. In the composition of writing that is considered to be read by others, the writing process usually takes the form of: Planning and training, Drafting or preparation, Revision, Editing and proofreading, Publishing.

The condition of class XI IPS 2 students at SMA Negeri 1 Jember which I studied during the covid 19 pandemic with online learning and its obstacles, affected the formal invitation writing skill scores of students who were still below the student learning achievement target which is 76%-85%. In addition, students find it difficult to express their ideas and opinions in written form. They have many ideas and opinions when asked but when they are assigned to put it in written form, they have difficulty. Therefore, it is important for teachers to create situations that will make it easier for students to write and reduce their boredom.

To overcome the problems and obstacles of distance learning or indirect teaching during the Covid 19 pandemic, the author uses Google

Classroom and Zoom meeting media. Dewi, (2020) explained that applications that can support the implementation of online learning include various discussion rooms such as Google Classroom, WhatsApp, Smart Class, Zennius, Quipper, and Microsoft. Google Classroom is an application that allows the creation of classrooms in cyberspace. In addition, Google Classroom is also a means of distributing assignments, submitting/ collecting assignments and even assessing submitted assignments. The use of media in the learning process aims to generate interest in learning, provide motivation, foster curiosity about what they see and hear, and provide stimulation to students to participate in the learning process in class (Hidayah & Ulva, 2017).

In addition, to overcome problems in distance learning, teachers who also act as researchers also need to provide a process and product-oriented learning. Project Based Learning (PjBL) is the most effective learning model for online and student-centered learning solutions, implemented for active and deep learning to investigate existing phenomena with collaborative solving strategies. This is in line with the understanding that the Project Based Learning (PjBL) model is an active learning that links technology with everyday life by carrying out project activities and producing a work. In the PjBL model, students are involved independently in an effort to increase thinking power, think critically about the things that are done with the problems that students find (S. Ida Kholida, 2020). This Project Based Learning learning model is considered the most appropriate to overcome the problems that arise during the Covid 19 pandemic.

Method

This research method uses Class Action Research (Classroom Action Research). The reason for using the Classroom Action Research (CAR) method is to improve the learning process or solve problems that arise encountered in learning (Djajadi, 2019).
The research model used in this study is the model developed by Kemmis and Mc. Taggart, this model is called the spiral model. The characteristics of Kemmis and Mc Taggart's designs consist of planning, acting, observing and reflecting.

After the problem is determined, the implementation of PTK starting with the first cycle which consists of four stages activity. The results of the first cycle of reflection will be known success or impediment in the outcome of the action, the researcher then identify the problem to determine next cycle design. Activities carried out in the second cycle has various additional improvements from previous actions shown to overcome various obstacles/difficulties found in the previous cycle. By compiling a design for the second cycle, the researcher can continue with the stages of activities such as occurred in the first cycle. If you are done with the second cycle and the researcher is not satisfied, it can be continued on the third cycle, the stages are the same as the previous cycle.

The data collected in this study are as follows:

1. Online Online Formative Assessment Results of students, results of work given by researchers, tests given at the beginning before the action and the test after the action research.
2. Results of interviews, interviews between researchers and several students via WhatsApp and fellow English teachers.
3. Observation results, obtained from peer observations.

Sources of data in this study were all students who were the subject of research, namely students of class XI IPS 2 odd semesters at SMAN 1 Jember, totalling 19 students.

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Data collection is the recording of events or things or descriptions of some or all elements of the population that will support or

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support research, namely through interviews, observations, documentation, and tests.

To find out the effectiveness of a method in learning activities, it is necessary to conduct data analysis. In this study using qualitative descriptive analysis techniques, which is a research method that is describing reality or facts in accordance with the data obtained with the aim of knowing the learning achievements achieved by students as well as to obtain student responses to learning activities and student activities during the learning process.

To analyse the success rate or percentage of student success after the teaching and learning process in each round, it is done by providing an evaluation in the form of written test questions at the end of each round. This analysis is calculated using simple statistics, namely:

1. To assess the test or formative test, the researcher summed the scores obtained by the students, which was then divided by the number of students in the class so that the average formative test could be formulated:

$$\overline{X} = \frac{\sum X}{\sum N} \quad \ldots\ldots (1.1)$$

With $\overline{X}$ = Average values
X = Sum of students' scores
N = Number of students

2. For completeness learning

There are two categories of mastery learning, namely individually and classically. Based on the instructions for the implementation of teaching and learning in the 2013 curriculum, a student has completed learning when he has achieved a score of 65% or a score of 65, and the class is called complete learning if in that class there are 85% who have achieved an absorption capacity of more than or the same with 65%. To calculate the percentage of mastery learning used the following formula.

$$P = \frac{\sum Siswa.yang.tuntas.belajar}{\sum Siswa} x100\% \quad \ldots\ldots (1.2)$$

Indicators of the success of this action will be seen from the indicators of the process and indicators of learning outcomes. The process indicator set in this study is if the student's mastery of learning the material reaches 75% (sufficient criteria).

Results and Discussion

Cycle I

Table 1. Cycle I Test Result

No.	Description	Cycle 1 Result
1	Formative test mean	69,47
2	Number of students who finished studying	13
3	Percentage of learning completeness	68,42

From Table 1, it can be explained that by applying the project-based learning method with zoom meeting and google classroom, the average value of student learning achievement is 69.47 and learning completeness reaches 68.42% or there are 13 students from 19 students who have finished studying. These results indicate that in the first cycle classically students have not finished studying, because students who get a score of 65 are only 68.42% smaller than the desired completeness percentage, which is 76% - 85%. This is because students still feel new and do not understand what the teacher means and uses by applying the project-based learning model.

In the implementation of teaching and learning activities, information is obtained from the following observations. a. Teachers are not good at motivating students and in conveying learning objectives; b. Teachers are not good at time management; c. Students are less enthusiastic during the learning process.

The implementation of teaching and learning activities in the first cycle is still lacking, so there is a need for revisions to be

carried out in the next cycle:

1. Teachers need to be more skilled in motivating students and be clearer in conveying learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
2. The teacher needs to distribute the time well by adding the necessary information and giving notes
3. Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

Cycle II

Table 2. Cycle II Test Result

No.	Description	Cycle II Result
1	Formative test mean	**77,37**
2	Number of students who finished studying	15
3	Percentage of learning completeness	78,95

From Table 2, the average value of student learning achievement is 77.37 and learning completeness reaches 78.95% or there are 15 students from 19 students who have finished studying. These results indicate that in cycle II classical learning completeness has increased slightly better than cycle I. The increase in student learning outcomes is because after the teacher informs that at the end of each lesson there will always be a test so that at the next meeting students are more motivated to learn. In addition, students have also begun to understand what the teacher means and wants by applying the project-based learning method.

Reflection

In the implementation of learning activities, information is obtained from the observations as follows:

1. Motivate students
2. Guiding students to formulate conclusions/ find concepts
3. Time management

Revision Design

The implementation of learning activities in cycle II is still lacking. So there needs to be a revision to be carried out in cycle II, including:

1. Teachers in motivating students should be able to make students more motivated during the teaching and learning process.
2. The teacher must be closer to the students so that there is no fear in the students either to express opinions or ask questions.
3. Teachers must be more patient in guiding students to formulate conclusions/find concepts.
4. Teachers must distribute time well so that learning activities can run as expected.
5. The teacher should add more sample questions and provide practice questions for students to work on in each teaching and learning activity.

But to reduce student boredom with the same learning model, the teacher then plans to replace it with another model.

Findings

Table 3. Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Cycle	Statistic	df	Sig.	Statistic	df	Sig.
Formative Result	Cycle 1	.197	19	.049	.931	19	.182
	Cycle 2	.208	19	.030	.941	19	.278

a. Lilliefors Significance Correction

In the Shapiro - Wilk table data above the significance value of cycle 1 is 0.182 > 0.05 then the data is normally distributed (see Table 3), as well as the significance value of cycle 2 is 0.278 > 0.05 then the data is also normally distributed

Table 4. Group Statistics

Group Statistics

	Cycle	N	Mean	Std. Deviation	Std. Error Mean
Formative Result	Cycle 1	19	69.47	15.802	3.625
	Cycle 2	19	77.37	13.680	3.138

In the Equal variances assumed as presented in Table 4 and 5, it is known that the significance value is 0.859 > 0.05, so the data distribution is homogeneous. Then for the significance value (2-tailed) 0.108 > 0.05,

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there is no significant difference between the learning outcomes of cycles 1 and 2.

Table 5. Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Formative Result	Equal variances assumed	.032	.859	-1.646	36	.108	-7.895	4.795	-17.619	1.830
	Equal variances not assumed			-1.646	35.276	.109	-7.895	4.795	-17.626	1.837

This is because the data comes from the same class with the same learning model. However, in the statistical group as seen in Table 6, there is an increase in the average value (Mean) from 69.47 in cycle 1 to 77.37 in cycle 2.

Table 6. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Formative 1	69.47	19	15.802	3.625
	Formative 2	77.37	19	13.680	3.138

In Table 6, it is explained that the average formative value of cycle 1 is 69, 47 and the average value of formative cycle 2 is 77, 37.

Table 7. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Formative 1 & Formative 2	19	.918	.000

Table 7 explains the results of the correlation of the two data, namely formative cycle 1 and formative cycle 2. It is known that the significance of 0.000 means this value is smaller than 0.05, because 0.000 < 0.05 then there is a correlation between formative cycle 1 and formative cycle 2.

Table 8. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Formative 1 - Formative 2	-7.895	6.306	1.447	-10.934	-4.855	-5.457	18	.000

In Table 8, it is known that the significance value (2-tailed) is 0.000 < 0.05, so it can be concluded that there is a significant difference between learning outcomes in cycle 1 and cycle 2.

Based on the data above, the researchers found that learning using online project-based learning models with Google Classroom and Zoom meeting media can improve student learning outcomes The effectiveness of learning using Google Classroom can be seen based on the level of errors made by students when solving the problems given, another thing that becomes a reference for the effectiveness of learning is when the teacher motivates students to study the material that has been uploaded to the Google Classroom class (Iskandar et al, 2020: 144).

By using Project Based Learning can increase student motivation and achievement in learning. All students in the end play a role in working on the project. Enthusiasm is also seen when students are active in the learning process. They don't hesitate to share their ideas and contribute to the projects they work on together. The implementation of project-based learning models has also been proven to improve the learning process in terms of students' self-confidence.

This means that the application of Project Based Learning with Google Classroom media and Zoom meetings can improve student learning outcomes. The project-based learning model can improve student achievement (Jannah, Mulyani, and Masykuri 2018). The use of the Project Based Learning is one of the changes in the teaching paradigm from teacher oriented to student oriented. These changes make a high contribution to meaningful learning changes from students. But also keep in mind that you should never be fixated on one learning method for a relatively long time because it can cause boredom for students. Be a teacher who is always innovative, interactive, inspiring, fun, challenging and motivating how students learn.

Conclusion

From on the results of the discussion and data analysis, the following conclusions can be drawn, (1) Learning with project-based learning with google classroom and zoom meeting has a positive impact on improving student achievement, which is marked by an increase in student learning mastery in each cycle, namely cycle I (68.42%), cycle II (78.95%) and the average score the score achieved increased from 69.47 in cycle 1 to

77.37 in cycle 2. And the output data from the paired sample t test is known to have a significance value (2-tailed) 0.000 < 0.05, so it can be concluded that there is a significant difference between learning outcomes in cycle 1 and cycle 2. (2) The application of the project-based learning model has a positive influence, namely it can increase student learning motivation as indicated by the average student answers from interviews which state that students are interested and interested in the project-based learning model so that they become motivated to learn.

Suggestion

From the research results obtained from the previous description so that the English teaching and learning process is more effective and provides optimal results for students, the following suggestions are submitted:

1. To carry out active learning requires sufficient preparation, so the teacher must be able to determine or choose a topic that can really be applied with a project-based learning model in the teaching and learning process so that optimal results are obtained.
2. In order to improve student learning achievement, teachers should more often train students with various different teaching methods according to the subject matter, even at a simple level, so that students can find new knowledge, acquire concepts and skills, so that students succeed or are able to solve problems. the problems he faces.
3. For similar research, improvements should be made in order to obtain better results.

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