Utilizing Google Classroom Applications in Learning Speaking Skills During the Covid-19 Pandemic

Rio Kurniawan[1(✉)] and Agita Misriani[2]

[1] Universitas Bengkulu, Bengkulu, Indonesia
kurniawan22@yahoo.com
[2] Institut Agama Islam Negeri (IAIN) Curup, Bengkulu, Indonesia

Abstract. The purpose of this research in general is to describe the learning of speaking skills of students of the Indonesian Education Study Program, Faculty of Teacher Training and Education, University of Bengkulu. The specific purpose of this research is to become the basis for policy making on the use of applications in blended learning for students of the Indonesian and Literature Education Study Program, Faculty of Teacher Training & Education, University of Bengkulu. This goal achieved through research methods. The method used in this research was a qualitative research method. The results of data analysis at the time of learning speaking skills using folklore have obtained data as many as 40 students with scores above 70 and learning completeness 88.93%. Students strongly agree with the implementation of blended learning because it really supports learning during the pandemic which must be online learning.

Keywords: Application · Covid-19 Pandemic · Google Classroom · Speaking Skills

1 Introduction

Education is seen as a strategic means to elevate the dignity of a nation. One of the main institutions in raising the dignity of the nation is higher education, this is because higher education has an important role as an institution that manages and develops various scientific knowledge. In addition, quality higher education is a national asset to create national excellence and competitiveness. Given the importance of the role of higher education for the quality of life of the community, it is necessary to have educational institutions that are able to produce graduates who are professional in their knowledge.

University of Bengkulu is one of the universities that has produced many graduates from various disciplines. One of the study programs at the Faculty of Teacher Training and Education, University of Bengkulu is the Indonesian and Literature Education Study Program. The Indonesian and Literature Education Study Program, Faculty of Teacher Training & Education, University of Bengkulu is expected to produce professional Indonesian teacher candidates. A professional Indonesian teacher must have good mastery of Indonesian Skills Learning Materials.

It is undeniable that in order to produce students who have good language skills, a professional language teacher is needed and masters the four language skills excellently. Indonesian teachers have an important role in improving students language skills. Before becoming an Indonesian teacher at school, it is hoped that University of Bengkulu will be able to educate students so that they have good mastery of Indonesian Skills Learning Materials, especially for junior high school and senior high school education levels. Indonesian Skills Learning Materials are the basis for a teacher to teach the application of the four language skills.

University of Bengkulu has made efforts to produce graduates of the Indonesian Study Program who master the competence of language skills. This is evidenced by the existence of listening, speaking, writing, reading courses and coupled with Indonesian learning material courses. Indonesian Learning Materials is one of the new courses in the Indonesian and Literature Education Study Program, Faculty of Teacher Training & Education, University of Bengkulu after the enactment of the Constitution Number 12 of 2012 concerning Higher Education, Presidential Regulation Number 08 of 2012 concerning the Indonesian National Qualifications Framework.

To find out the mastery of Indonesian Skills Learning Materials, Indonesian and Literature Education Study Program students of Faculty of Teacher Training & Education University of Bengkulu required a study on the mastery of Indonesian Skills Learning Materials. This serves as that lecturers who are in charge of courses related to language skills can find out to what extent students understand the Indonesian Skills Learning Materials students will useful when they become Indonesian teachers at school. This will also be the basis for consideration of how lecturers in courses related to language skills design the learning process so that learning objectives can be achieved. Currently, the mastery of Indonesian Skills Learning Materials has not been maximized, the evidenced from an initial survey conducted by researchers that out of 5 students of Indonesian education study program who were randomly selected and given questions about Indonesian learning materials, only 2 students were able to explain. in detail about the material of Indonesian skills. This shows an early indication that students of the Indonesian education study program are still weak in understanding Indonesian Skills Learning Materials. During the current pandemic, the process of learning Indonesian Skills Learning Materials is somewhat more difficult to implement effectively, but we have tried using the Google Classroom application.

Based on the research background related to the mastery of Indonesian learning materials specifically speaking skills need to be carried out. For this reason, researchers are interested in conducting research on the use of the Google Classroom application in learning speaking skills during the COVID-19 pandemic at the Indonesian Education Study Program, Faculty of Teacher Training, University of Bengkulu.

Based on the background, the general problem formulation in this research is to describe how the mastery of Indonesian language skills learning materials for students of the Indonesian and Literature Education Study Program, Faculty of Teacher Training and Education, University of Bengkulu?

In detail the formulation of the problem in this study are: How the process for mastery of speaking skills learning materials for students of the Indonesian and Literature Education Study Program Faculty Teacher Training and Education University of Bengkulu?

How using Google Classroom Application during the Covid-19 Pandemic in the speaking skills course for students of the Indonesian and Literature Education Study Program, Faculty Teacher Training and Education University of Bengkulu?

Learning Materials

In general, it can be stated that learning material is the mastery, skills, and attitudes that must be mastered by students in order to meet the specified competency standards. According to the National Center for Vocational Education Research LTD, there are three definitions of learning materials, namely: 1) information, tools and texts needed by teachers/instructors for planning and reviewing learning implementation; 2) all forms of materials used to assist teachers/instructors in teaching and learning activities in the classroom; 3) a set of learning substances that are systematically arranged, showing a complete figure of the competencies that will be mastered by students in the learning process.

Learning materials are chosen as optimally as possible to assist students in achieving competency standards and basic competencies. Things that need to be considered regarding the selection of learning materials are the type, scope, sequence, and treatment of the learning materials so that teachers can make efficient and effective preparations, are required to understand various aspects related to the development of learning materials, both related to the nature, functions, principles, and procedures for developing learning materials and measuring the effectiveness of these preparations. The types of learning materials can be classified as follows.

a. Facts are all things that are in the form of reality and truth, including names of objects, historical events, symbols, names of place, names of people, names of parts or components of an object, and so on.
b. Concepts are everything that is in the form of new meanings that can arise as a result of thinking, including definitions, understanding, special characteristics, essence, core/content and so on.
c. Principles are in the form of the main, main, and have the most important positions, including theorems, formulas, adages, postulates, paradigms, theorems, and relationships between concepts that describe the implications of cause and effect.
d. Procedures are systematic or sequential steps in working on an activity and the chronology of a system.
e. Attitude or value is the result of learning aspects of attitude, for example the value of honesty, compassion, mutual help, enthusiasm and interest in learning and working.

The principles that are used as the basis for determining learning materials are relevance, constancy, and adequacy. Various learning resources can be used to support certain learning materials. The determination must still refer to each competency standard and basic competency that has been set. Some types of learning resources include: books, research reports, journals (publishing research results and scientific thoughts),

scientific magazines, expert studies in the knowledge, multimedia (tv, video, vcd, audio cassette, etc.).

Indonesian Language Skills

Indonesian language skills include listening skills, speaking skills's, writing skills, and reading skills. These four skills are interrelated with one another.

Speaking

Speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feelings [1]. This understanding clearly shows that speaking is related to the pronunciation of words that aim to convey what will be conveyed, be it feelings, ideas or ideas. The definition of speaking is also put forward by Brown and Yule [2]. Speaking is the ability to pronounce language sounds to express or convey thoughts, ideas or feelings orally. This understanding essentially has the same meaning as the understanding conveyed by Tarigan, namely that speaking is related to the pronunciation of words.

Haryadi and Zamzani argue that in general speaking can be interpreted as a conveying of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others [3]. This understanding has the same meaning as the two opinions described above, only that it is clarified with a further purpose, namely so that what is conveyed can be understood by others.

While St. Y. Slamet and Amir put forward the notion of speaking as a skill to convey messages through spoken language as an activity to convey ideas that are compiled and developed according to the needs of the listener [4]. This understanding explains that speaking is not just saying words, but emphasizes the delivery of ideas that are compiled and developed according to the needs of listeners or recipients of information or ideas.

Based on the opinions described above, it can be concluded that the notion of speaking is the ability to say words in order to convey or express intentions, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener so that what is conveyed can be understood by the listener. The main purpose of speaking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be conveyed or communicated. Tarigan also suggests that speaking has three general purposes, namely to inform and report entertaining and entertaining, as well as to persuade, invite, urge and convince.

Gorys Keraf suggest that the purpose of speaking is to convince the listener, require the listener's physical action or reaction, inform, and making happy to listener [4]. This opinion not only emphasizes that the purpose of speaking is only to inform, convince, entertain, but also requires a physical reaction or action from the listener.

The LBB SSC Intersolution Team argues that the purpose of speaking is to: (1) tell something to the listener, (2) convince or influence the listener, and (3) entertain the listener [5]. This opinion has the same meaning as the opinions described above. Based on some of the opinions that have been stated above, it can be concluded that the main purpose of speaking is to communicate. While the general purpose of speaking is to inform or report information to the recipient of the information, to convince or influence

the recipient of the information, to entertain, and to require a reaction from the listener or recipient of the information. Ahmad Rofi'uddin and Darmiyati Zuhdi suggested that in general, the form of test that can be used to measure speaking ability is a subjective test that contains commands to carry out speaking activities [6].

Application

An application is a subclass of computer software that utilizes the capabilities of a direct computer to perform a task the user wants.

Barry Primary said that the definition of application is: 1) An application is a unit of software created to serve the needs of several activities; 2) An application is a complete system that performs a specific task; 3) The database application consists of a set of menus, forms, reports and programs that meet the functional needs of a business unit/organization/institution. Applications are tools to simplify and speed up the work process and are not a burden for users.

E-Learning

The interaction model has been implemented using communication media such as telephone, computer, internet, email which has been implemented in the current learning process. The interaction between teachers/lecturers and students/students is not only done through face-to-face relationships, but also through the media. The existence of information technology currently allows teachers/ lecturers to provide services without having to deal directly with students. Similarly, students can use computers or the internet to obtain various kinds of information from various sources through cyberspace.

From year to year the development of the world is increasing rapidly, one of which is in the knowledge of technology. Especially in the world of the internet or commonly referred to as the virtual world, which is growing rapidly, those who use the internet also do not look at age, regardless of position, so that without being forced, everyone already knows this virtual world.

The application of the internet has been widely used throughout the world, there is the concept of e-learning or distance learning. Teachers/lecturers and students/students can carry out learning activities outside the school/campus. The most recent thing is the development of what is called virtual teaching, namely the teaching process using the internet.

The application of the internet in the world of education is called e-learning or can be interpreted as electronic-based learning. The concept of e-learning has been widely used in schools and universities. E-learning is also called distance learning or Distance Learning, because it is said that the concept of e-learning has been.

E-learning is a technology-based learning that includes audio and visual when using it. Therefore, E-learning must use media such as laptop, cellphone, or computer. In this fairly sophisticated era, electronic media can be used as an alternative to new learning media and is considered suitable in a pandemic situation.

Google Classroom

Google Classroom is an application created by Google which is where Google creates classrooms in cyberspace. This app too can be a place to collect assignments. This application greatly facilitates the learning process by lecturers/teachers and students/students in the learning process.

Using Google Classroom is very easy. For learning activities, we can download this application for free on Android or iOS-based Smartphone devices. But for beginners, it is better if before using this application, listen to explanations or tutorials for using the application to be clear. In addition, users must continue to update the application because it will continue to be updated according to time, don't miss this information.

This application provides features such as home which contains notifications from educators on material to be discussed in "real" class meetings. This application also has a deadline function that is scheduled by educators so that students can submit assignments according to a predetermined time. And this application also has a your work feature to collect and can be directly assessed by educators (teachers/lecturers). In addition, educators can also provide deadlines or assignments to make students disciplined in collecting assignments. This application also has a comment column that can be used for discussion between educators and educator participants [8].

Google Classroom is an application created to facilitate distance learning where this application is designed like a class but the version is in an application. Google Classroom also aims to make it easier between educators and students in distance learning. Google Classroom can be used as the right learning media when used during the current covid-19 pandemic.

How to Use Google Classroom
Google Classroom is provided free of charge to schools, nonprofits, and individuals. This media does not contain advertisements so that there are no disturbances in the learning process [9].

Things that need to be prepared when using Google Classroom in the learning process are: 1) Google account; and 2) A mobile phone with an Android system and or a computer used to download the Google Classroom Application.

2   Methods

This study uses a qualitative approach with descriptive techniques. To collect data, the technique used is action execution and observation. In data analysis, this study used data triangulation with the following stages, data collection, data presentation and drawing conclusions.

3   Results and Discussion

Results
The initial activity in this study, the researcher made preparations, which included developing learning scenarios, preparing lecture implementation plans, preparing materials according to the competencies being taught.

Action Execution
The action will be carried out on Friday 10 and 24 September 2021, 5 and 12 November 2021 at 08.00–10.30 WIB. The implementation of this action is carried out with the following activities:

a. The lecturer opens the lesson and continues with apperception;
b. Ask and answer questions about student's experiences in public speaking;
c. Connecting student experiences with the material to be studied;
d. Explain the rules that must be maintained in rhetoric/speaking skills;
e. Asking questions about students' understanding of rhetorical/speaking skills techniques;
f. Students are given more reinforcement on rhetoric/speaking skills;
g. Students write the concept of folklore using the appropriate choice of words;

Observation Results

During the teaching and learning activities, all students looked enthusiastic to take part in the day's learning. When the lecturer explained the learning material about techniques and examples of good rhetoric, all the students seemed to really pay attention. After the lecturer explained there were several students who asked questions. The other students also listened to the questions from their friends. Lecturers provide opportunities for students to answer questions from their friends. Lecturers answer questions from students while providing details of learning materials.

The next activity is the evaluation process, students are asked to speak in front of the class for 3 min each person. The lecturer gives an assessment of the student's appearance.

After the lesson ended, the lecturer closed the learning activities for the day, all student work was collected for correction. After the researcher corrected the student's writings and assessed the student's speaking performance, there were several things that needed to be known, namely:

There is still a gap between the theme and the substance of the explanation regarding the content of the concept of folklore, so it seems that the idea is not well organized.

Speech Aesthetics Used are not Perfect

Using Google Classroom is very helpful for the learn process carried out during the pandemic, the features offered in Google Classroom are very varied, the data storage process also does not require a large space, so the quota required is also small. The pattern of assignment delivery and evaluation process also seemed more objective.

Discussion

The results of data analysis at the time of learning speaking skills using folklore, obtained data; as many as 40 students scored above 70 and complete learning 88.93%. This was obtained from four trials conducted by researchers and partners. Because from the results of observations and assessments of student's rhetorical abilities, there are still some weaknesses from the rhetorical activities carried out, so that researchers and partners continue to make improvements in each learning process.

The arrangement of ideas and speech aesthetics is still considered too weak, therefore these aspects are the focus of researchers in improving each stage of the research. The researcher provides examples of appropriate word choices so that it is hoped that the listener's imagination will match the content or theme of the folklore conveyed. So that the rhetorical activities carried out by the students are in accordance with the concept of rhetoric, namely the three arts of using persuasive language, namely: ethos, pathos, and logos.

This speech aesthetic must also refer to the appropriate choice of words because listeners are heterogeneous, so we cannot choose words arbitrarily. This is in line with the opinion of experts which states that one of the characteristics of speaking skills is: The nature of the communicant, namely speaking skills aimed at relatively large, heterogeneous, and anonymous audiences [10]. A large number that is intended only for a short period of time and cannot be measured, several in total. Heterogeneous means that the audience comes from background and education, age, ethnicity, religion, occupation, etc. So that the factor that unites this heterogeneous audience is the same interests and interests. Anonymous means that the communicator does not know who the audience is, what their job is, how old they are, and so on.

Using Google Classroom is very helpful for the learning process carried out during the pandemic, the features offered in Google Classroom are very varied, the data storage process also does not require a large space, as the quota required is also small. The pattern of assignment delivery and evaluation process also seemed more objective. This is in line with the opinion "Applications are tools to simplify and speed up the work process and are not a burden for their use". This learning is also classified as e-learning because technology-based learning includes audio and visual when using it.

4 Conclusion

Based on the results of the research, it can be concluded that 1) student activities showed positive changes, were more interested and enthusiastic in learning speaking skills; 2) using folklore can improve rhetorical/speaking skills. This can be seen in the value and completeness of student learning which has increased.

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