

# Google Meeting App: As Electronic Feedback in Learning to Improve Students' Writing Skills

Amrizal Amrizal<sup>\*1</sup>, Zohri Hamdani<sup>2</sup>, Candraning Prihatini<sup>3</sup>

<sup>1</sup>Student of Universitas Negeri Semarang, Indonesia

<sup>2,3</sup>Universitas Muhammadiyah Lampung, Indonesia

\*Corresponding Author: ammrizal@students.unnes.ac.id

**Abstract.** Writing is one of the difficult skills in English that must be mastered for English language education students in Indonesia. One of the reasons is because of the different grammar rules between Indonesian and English, which needs to be overcome for students' writing to increase by using the Google Meeting APP in the learning process. This study aimed to find out the effect of the Google Meeting App as electronic feedback in learning to improve students' writing skills. This study was quasi-experimental in design. This was conducted in UIN Raden Intan Lampung, the fourth semester, students' English Language Education. This had a sample of 30 students as a cluster class in this study. To collect data in this study used a pretest and a post-test. The SPSS 16.0 App was used to analyze the data for this study. This study shows that using Google Meeting APP as electronic feedback in learning can improve students' writing skills. This means that this Google Meeting App had a good effect in the learning process, as students' writing skills improved.

**Key words:** Google Meeting App, Electronic Feedback, Writing Skills.

**How to Cite:** Amrizal, A., Hamdani, Z., Prihatini, C. (2022). Google Meeting App: As Electronic Feedback in Learning to Improve Students' Writing Skills. *ISSET: International Conference on Science, Education and Technology*, 2022, 499-502.

## INTRODUCTION

As a result of the business-environment change, English use has increased. Because technology like the Internet and other businesses are always getting better (Privateer, 1999), everyone in the world speaks English. English plays a crucial part in education, and students are required to use it competently. According to Adas & Bakir (2013), English is required for all careers. There are four skills in English, and each skill has its unique challenges for students. One of them is writing. The writing process itself is more difficult than expected. Frequently, a person has the desire to write but is unable to do it. A person has trouble writing due to a delay in expressing his thoughts or ideas in acceptable and precise English. Writing is regarded as the most challenging skill. Students are required to use various different skills throughout the writing process in order to produce outstanding writing. The study by Sardila (2015), academic writing is not as simple as simple writing or free essays. This has been an impediment that both intellectuals and students have encountered. These impediments force students to be unmotivated and uncreative in the students' writing, which leads to unethical behaviors such as copying or plagiarizing (plagiarism) existing works. The majority of individuals have seen this move as a simple path to success. Another

study confirms that writing is a challenging ability for students enrolled in academic writing courses. This is indicated by the inappropriate writing outcomes of a number of students, beginning with the structure and placement of journal sections, such that the learning assessment scores remain poor. Students lack comprehension of how to write scientific articles (Darmuki et al., 2021). Other studies also show that writing is a very difficult skill faced by students (Christianti, 2015; Mundziroh et al., 2013; Astuti & Mustadi, 2014).

According to a preliminary study completed by the researcher, students have low writing skills. There are several grammatical mistakes in written work. The results are characterized as low based on the students' pre-test scores. This also indicates that students lack motivation for mastering academic writing. The students' reason is that writing in English is different from writing in Indonesian, which makes them feel dizzy and makes them not want to learn. This means that weak students need help with their writing skills, since writing is so important for intellectuals and the academic world. Writing is the most important part of every subject, especially for college students. Writing is also a way to think of things in a creative way, to learn new things, to be inspired, to preach, to have fun, and even to become a better person. Writing is no longer just a hobby or a way for

intellectuals to show off their knowledge and skills. Instead, it is now a way for intellectuals, especially students, to express their thoughts and desires. In this case, writing is not only important for students, but it is also a requirement for them to finish their studies and become students (Sardila, 2015). According to Henry Guntur Tarigan (1986), writing is the action of conveying thoughts and ideas via the use of written language. In the meantime, Zahro (2017) describes writing as an activity in which ideas, emotions, or feelings are translated into language symbols with the intention of serving a certain goal.

The study by Samsudin (2012), writing may be utilized as a tool for students to express their thoughts, enhancing their skills and creativity. The authors give a unique way for students to solve their problems by using Google Meeting APP as electronic feedback in academic writing class. According to Sawitri (2020), Google has released Google Meet, which enables video chats with up to 25 participants per meeting. Additionally, Google Meet may be used for teaching and learning, socializing with coworkers, or holding business meetings from home. Another study also explains that Google meeting APP is a software program or a computer program that runs on a specific system and is made to carry out certain commands. In electronic learning, a successful mobile learning app needs to be able to interact with video and chat, send and receive files, interact with presentations, and has tools for taking attendance (Nasarudin & Husnan, 2020). Aristya et al (2021) wrote that the Google Meet APP has a big impact on how students learn during the pandemic. This is what they found in their study.

## METHODS

This study used quasi experimental design,

this used one class, the population of this study was students' English Language Education of UIN Raden Lampung on the fifth semester, there were 30 students as sample, the technique of collecting data used pre test and post test. Analysis data of this study used SPSS 16.0 App.

## RESULTS AND DISCUSSION

During the odd semester of the academic year 2022–2023, the Google Meet application is used to facilitate academic writing teaching in the English Language Education Program, UIN Raden Intan Lampung. Students were given a pretest consisting of 25 multiple-choice questions at the start of the lesson. The pretest results will be compared to the posttest score, which will be supplied after receiving treatment in the form of lectures via the Google Meet application as electronic feedback. Students are permitted to ask questions during the treatment process in the academic writing course using Google meeting as electronic feedback. The lecturer then provides direct feedback on the student's writing during the feedback process in this study. The errors made by students in their writing are clearly explained in direct feedback. The review results are returned to students to be corrected again. The lecturer then reviews the material with students at the end of the lecture session in the form of questions related to the lecture material in order to assess student knowledge. The students are then given a posttest consisting of multiple choice questions and 25 questions. The students' pretest and posttest data were then processed and analyzed using descriptive and inferential statistical analysis. The goal of descriptive statistical analysis is to describe and quantify research data in the form of amount of data, maximum value, minimum value, and average value.

**Tabel 1.** Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	25	60	41.63	14.637
Post-test	30	70	85	73.18	7.807
Valid N (listwise)	30				

According to the descriptive statistics shown in the table above, the average value in the pretest results is 41.63, while the average value in the posttest results is 73.18. This demonstrates that the posttest results have a higher overall average value than the pretest results. Furthermore, the paired sample t test was used to

process and analyze the pretest and posttest data obtained from the learning outcomes test. Following that, a paired sample t test was performed to determine the effect of using Google Meet as an electronic feedback application on the Kolmogorov-Smirnov test with significant significance (Sig.) for all data,

both pretest and posttest, with Sig. > 0.05. It can be concluded that research data on student

learning outcomes is usually reliable.

**Table 2.** The Paired Samples Test

		mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pairs 1	Pre-Test	-31.55	9.443	1.625	-15.935	29	.000
	Post-test						

Based on the Paired Samples Test described above, it can be inferred that there is a difference between the mean student scores on the pretest and posttest, with a value of sig. (2 tailed) of 0.000 0.05. The use of the Google Meet application for improving students' academic writing skills can be inferred from the variance between the average results of the pretest and posttest.

Many Researchers used the Google Meet application to undertake online learning, because Google Meet is lightweight and compact, using it is quicker. Students who are unfamiliar with Google Meet won't run into any difficulties because this tool is likewise quite simple to use. This fact demonstrates that Google Meet is in high demand among consumers who are beginning to appreciate its benefits. According to Prasetyono (2020), the usability, information quality, and user engagement of the Google Meet online services have a substantial impact on user happiness. Thus, Aisyah and Sari (2021) also said that students and teachers alike strongly like the Google Meet application as a learning option. Umam and Hasanudin (2022) also explained that the Google Meet app has a variety of media and can assist students and teachers who wish to complete their assignments online by providing video features that allow users to communicate with one another. This means that Google Meet may be an alternate medium for the teaching and learning process. It is believed that the learning process in courses on Academic writing that use Google Meet as an alternative is capable of resolving the issues that arise under the current pandemic conditions.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of the Google Meet application has a significant effect on the academic writing abilities of the students of the English Education Study Program at UIN Raden Intan Lampung, as seen from the average overall posttest result which is greater than the overall average value of the pretest results. Learning activities in the

quantitative research methodology course at the English Education Study Program at UIN Raden Intan Lampung using the Google Meet as electronic feedback application in the odd semester of the 2020/2021 academic year were relatively conducive despite having several obstacles such as: unstable network when the weather conditions were rainy, in the middle of the lecture there were students who left Google Meet because they ran out of quota, and so on.

## REFERENCES

- Adas, D., & Bakir, A. (2013). Writing Difficulties and New Solutions : Blended Learning as an Approach to Improve Writing Abilities. *International Journal of Humanities and Social Science*, 3(9), 254–266.
- Aisyah, S., Sari, D. I., & Matematika, P. (2021). Efektivitas Penggunaan Platform Google Meet. *Jurnal Mathedu*, 4(1), 45–49.
- Aristya, F., Fath, A. M. Al, Mabruri, Z. K., & ... (2021). Workshop Google Meet Dan Zoom Dalam Pembelajaran Daring. ... *Hasil Penelitian Dan ...*, 6, 154–158. [http://seminar.stkippacitan.ac.id/wp-content/uploads/2022/02/PROSIDING-SEMNAS-2021\\_28\\_WORKSHOP-GOOGLE-MEET-DAN-ZOOM-DALAM-PEMBELAJARAN-DARING.pdf](http://seminar.stkippacitan.ac.id/wp-content/uploads/2022/02/PROSIDING-SEMNAS-2021_28_WORKSHOP-GOOGLE-MEET-DAN-ZOOM-DALAM-PEMBELAJARAN-DARING.pdf)
- Astuti, Y. W., & Mustadi, A. (2014). Pengaruh Penggunaan Media Film Animasi Terhadap Keterampilan Menulis Karangan Narasi Siswa Kelas V Sd. *Jurnal Prima Edukasia*, 2(2), 250. <https://doi.org/10.21831/jpe.v2i2.2723>
- Christianti, M. (2015). Membaca dan Menulis Permulaan Untuk Anak Usia Dini. In *Jurnal Pendidikan Anak* (Vol. 2, Issue 2). <https://doi.org/10.21831/jpa.v2i2.3042>
- Darmuki, A., Hariyadi, A., & Hidayati, N. A. (2021). Peningkatan Kemampuan Menulis Karya Ilmiah Menggunakan Media Video Faststone di Masa Pandemi COVID-19. *Jurnal Educatio FKIP UNMA*, 7(2), 389–397. <https://doi.org/10.31949/educatio.v7i2.1027>
- Mundziroh, S., Andayani, & Saddhono, K. (2013).

- PENINGKATAN KEMAMPUAN MENULIS CERITA DENGAN MENGGUNAKAN METODE PICTURE AND PICTURE PADA SISWA SEKOLAH DASAR Siti Mundziroh \*, Andayani , Kundharu Saddhono
- PENDAHULUAN Peranan seorang guru dalam proses belajar-mengajar harus mampu mengembangkan perubahan t. *BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia Dan Pengajarannya*, 2(April), 1–10.
- Nasarudin, N., & Husnan, H. (2020). Pelatihan Virtual Penggunaan Aplikasi Mobile Learning Berbasis E-Learning Bagi Mahasiswa Prodi Pba Universitas Muhammadiyah Mataram. *Prosiding Seminar Nasional Penelitian Dan Pengabdian Kepada Masyarakat*, 1(1), 377–384.  
<https://doi.org/10.24967/psn.v1i1.854>
- Prasetyono, R. N. (2020). Analisis Penguunaan Google Meet Berbasis Android Mobile dalam Minat Belajar Mahasiswa Informatika. *Indonesian Journal of Informatics and Research*, 1(2), 84–90.
- Privateer, P. M. (1999). Academic Technology and the future of Higher Education: Strategic paths taken and not taken. *The Journal of Higher Education*, 70(2).
- Samsudin, A. (IKIP Si. (2012). Peningkatan Kemampuan Menulis Eksposisi Berita Dan Menulis Eksposisi Ilustrasi Siswa Kelas V Melalui Model Pembelajaran Kooperatif Terpadu Membaca Dan Menulis. *Penelitian Pendidikan UPI*, 13(2), 1–11.
- Sardila, V. (2015). Strategi Pengembangan Linguistik Terapan Melalui Kemampuan Menulis Biografi Dan Autobiografi : Sebuah Upaya Membangun. *Jurnal Pemikiran Islam*, 40(2), 110–117.  
<https://scholar.google.co.id>
- Sawitri, D. (2020). Penggunaan Google Meet untuk work from home di era pandemi Coronavirus Disease 2019 ( Covid-19 ). *Jurnal Pengabdian Masyarakat*, 2(April), 13–21.  
<https://jurnal.harapan.ac.id/index.php/Prioritas/article/view/161>
- Umam, S., & Hasanudin, C. (2022). Pemanfaatan Aplikasi Google Meet untuk Pembelajaran Daring di Masa Pandemi Covid 19. *Prosiding Senada (Seminar Nasional Daring)*, 915–922.  
<https://prosiding.ikipgribojonegoro.ac.id/index.php/SPBSI/article/view/1441>