Research article

Students' Communication Ability in Learning English Assisted by Google Classroom and Zoom Meetings

Sony Junaedi[1*], Marya Ulfa[2]

[1]Prodi S1 Pendidikan Kepercayaan Terhadap Tuhan Yang Maha Esa, University of 17 Agustus 1945 Semarang
[2]Prodi D3 Bahasa Jepang, University of 17 Agustus 1945 Semarang

Abstract.

In online learning, lecturers are not only expected to be creative and innovative, and to become facilitators and motivators, but also students must be creative and innovative, and are required to be independent. The ability to communicate using adequate English is a necessity in the modern era considering its function as an international social language. English communication skills are required in the English for Specific Purposes (ESP) course. Based on data from the results of the final semester examination for the ESP 1 course in 2021, students' communication skills were still low. Moreover, this year's learning for ESP courses was hampered by the COVID-19 pandemic. The purpose of this study was to describe students' communication skills in online learning assisted by Google Classroom and Zoom meetings during the COVID-19 era. A descriptive qualitative approach was used. The subjects in this study were students of the English S1 study program, University of 17 Agustus 1945 Semarang in odd semesters who were taking ESP 2 courses. According to the findings, of the 16 students who filled out the questionnaire, were interviewed and practiced orally for presentations using English in the ESP2 course, only four quite mastered the language level that was necessary. This showed that the students' English-speaking abilities were still minimal, which will greatly affect their ability to speak English in the world of work later. It was shown that during online learning assisted by Google Classroom and Zoom meetings, the students still had difficulties and lacked confidence.

Keywords: communication skills, online learning, Google Classroom, Zoom Clouds Meetings, English for Specific purposes (ESP)

Corresponding Author: Sony Junaedi; email: sony-junaedi@untagsmg.ac.id

1. Introduction

At this time countries in the world is experiencing the COVID-19 pandemic, including Indonesia. This epidemic greatly affects and has an impact on all aspects or areas of life such as economic, socio-cultural, political, and educational aspects. In terms of education, the government, in this case, the Minister of Education and Culture, has closed schools and campuses. However, this does not mean that learning is a holiday but is replaced with online learning at home. Online learning is not something foreign

in today's era, but lecturers are expected to be creative, and innovative to become facilitators and motivators in this learning process. For example, they must choose the right learning model and online learning platform so that the targeted learning plan is appropriate. Not only lecturers but students also have to be creative, innovative, and required to be independent.

According to [1], online provide effective learning methods, such as practicing with related feedback, combining collaborative activities with independent learning, personalizing learning based on student needs, and using simulations and games. Furthermore, all students receive the same quality of instruction because there is no dependence on any particular instructor. There are two general approaches to going online: self-paced and facilitated [1]. Students with a self-paced approach, go online alone and are completely independent, while the facilitated approach is facilitated and led by an online instructor which provides various levels of support from tutors and instructors and collaboration between students.

At the University of 17 Agustus 1945 Semarang, online learning has been carried out in all study programs. Online learning is learning that is carried out without face-to-face through an available platform. Several platforms such as Zoom Cloud Meetings, Hangouts, Google Classroom, and others are also used to assist the learning process, including the English for Specific Purposes (ESP) course. This course is the use of English for special fields and studies that are in accordance with the needs of the fields of science and professions that use English. The ESP taught this year is Business English Communication or English communication for business.

According to [2], ESP is an approach to teaching English where the things that are taught and the teaching methods are based on the reasons why the learner wants to learn English. Broadly speaking, ESP is divided into two, namely EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). EAP is learning English for academic purposes and needs while EOP is learning English for work and training purposes or needs. [3] adds that ESP is actually built based on EGP (English for General Purposes) and is designed to prepare English language learners who are used in certain disciplines and occupations to achieve certain goals.

The ability to communicate using adequate English is a requirement or necessity in the modern era considering that its function as an international social language (the official language of the international world) does not need to be questioned anymore. Now a problem, along with the times, technological advances, and the era of globalization, English has become a necessity that is implemented in everyday life.

According to [4] communication is a process in which the goal is to achieve a better common understanding of issues that are important to all parties concerned. The ability to communicate using adequate English is a requirement or necessity in the modern era considering its function as an international social language (the official language of the international world). Communication in English is important, especially for those who are looking for work, including those who have worked in government and private institutions.

Communication skills according to [5], are the ability to establish relationships through human communication channels or media, so that messages or information can be understood properly.English communication skills are required in ESP courses. Based on the data on the results of the ESP Semester Final Examination in 2019, the following data were obtained: 10% of students got an A, 35% of students got a B, 50% of students got a C, 5% of students got a D. Based on these data, it can be concluded that students' communication skills, both oral and written, are still low. Moreover, this year's ESP courses are constrained by the COVID-19 pandemic. Therefore, online learning is very necessary to keep ESP courses running. Based on this situation, the researcher will conduct an analysis of students' communication skills in online learning assisted by Google Classroom and Zoom Cloud Meetings.

2. Method

Problems can be interpreted as deviations that should be from what actually happened, between theory and practice, between rules and implementation, and between planning and implementation. A study begins with a problem or research question and ends with the answer to the problem being asked. If the answer to the problem is in the form of a qualitative narrative description of the situation in question, then the research is declared a descriptive study.

Through a qualitative approach in this research, all facts, both oral and written, from human sources that have been observed and other related documents described as they are, are then reviewed and presented as concisely as possible to answer research questions. This research belongs to the type of descriptive research, because the researcher only analyzes to the level of description, namely analyzing and presenting facts systematically [6].

This research was conducted in the English Language Study Program of the University of 17 Agustus Semarang. The selection of this location was based on the following considerations: Ease of communication between researchers and students because

the researcher is the lecturer of the student concerned, and No research has ever been conducted on the Analysis of Student Communication Skills in Google Classroom-assisted Online Learning and Zoom Cloud Meetings in the COVID-19 Era at the English S1 Study Program University of 17 Agustus Semarang.

The subjects in this study were students of the English S1 Study Program University of 17 Agustus 1945 Semarang in odd semesters who were taking ESP 2 courses. The choice of research subjects was based on several considerations, namely: a) Even semester students already had sufficient ESP 1 learning experience in second-semester b) easy to be interviewed in order to obtain accurate data needed in this research.

Based on the research subjects who met the criteria, then data was collected and collected. [7] states that data collection can be done in various settings, various sources, and various ways. The data in this study were collected directly by the researcher so the main instrument of this study was the researcher himself who was assisted by an auxiliary instrument in the form of a first aid instrument in the form of a test used to collect written data about students' communication skills, and the second auxiliary instrument in the form of an interview guide.

1. Main instrument

The main instrument in this study is the researcher himself who aims to find and collect data directly from the data source. Because the researcher is an instrument, the researcher must be able to adapt and interact directly and thoroughly with the phenomenon being studied.

1. First auxiliary instrument

This first aid instrument is in the form of a written test containing items in the form of an essay. This instrument was created to collect written data regarding students' communication skills. Prior to use, the instrument was validated by two English undergraduate lecturers who are experienced in the field of qualitative research.

Validation is carried out by referring to the validation sheet which contains a number of questions related to the suitability of the test material, the clarity of the questions, and the suitability of the language used. If the indicators put forward can reveal students' communication skills, the validator will put a checkmark in the "yes" column on the validation sheet.

1. Second auxiliary instrument

This second auxiliary instrument is in the form of interview guidelines and student communication skills questionnaires that must be filled out by students, which were

made by researchers as a tool for collecting field data. This instrument was made based on the theory of student communication skills. Before being used, this interview guide was validated with the clarity of the questions and the direction of the questions towards the research objectives.

Data analysis is the process of systematically searching and compiling the data obtained and the results of written work of research subjects, interviews, field notes, and documentation by organizing data into categories, breaking it down into important units, and making conclusions so that they are easily understood by themselves. or other people [7]. The data analysis process begins by examining all available data from various sources, namely from interviews, observations that have been written down in field notes, pictures, photos, and so on [7].

Data analysis of this research is a process of systematically searching and compiling data obtained from the results of written tests and interview results, by reducing data (ie activities that refer to the selection process, focusing attention, simplification, abstracting, and transforming raw data in the field), explaining data (including classifying and identifying data, namely writing organized and categorized data sets so that it is possible to draw conclusions from the data), and drawing conclusions from the data that has been collected and verifying these conclusions [8]. The process of data analysis in this study was carried out with the following steps:

1. Written data analysis

2. Analysis of written assignments based on the correctness of the solutions made by students guided by completion instructions and keys.

3. From the student's answers, classification and identification of data is carried out, namely writing an organized and categorized data set so that it is possible to draw conclusions from the data.

4. Draw conclusions from the data that has been collected and verify these conclusions.

5. Analysis of interview data

6. Data reduction, namely activities that refer to the selection process, focuses on simplification of abstraction and transformation of raw data in the field. If there is invalid data, then the data is collected separately and may be used as verification or other by-products.

7. From the student's answers, classification and identification of data are carried out, namely writing organized and categorized data sets so that it is possible to draw these conclusions

8. Draw conclusions from the data that has been collected and verify these conclusions.

The results of the analysis of written test data and interview data were compared/triangulated to obtain valid data. The valid data is used to determine students' communication skills.

1. **RESEARCH RESULTS AND DISCUSSION**

Researchers analyzed students' communication skills in learning English for Specific Purposes (ESP 2) courses online with the help of Google Classroom and Zoom Cloud Meetings. Researchers took research data in September 2021 by collecting data directly at the Faculty of Languages and Culture, especially in the English S1 study program, University of 17 Agustus 1945 Semarang as the object of research. The method used is by filling out questionnaires, and interviews and asking each respondent (student) to make presentations using English.

No	Name	Semester	Study Program
1.	SM	3	S1 Inggris
2.	VA	3	S1 Inggris
3.	AJ	3	S1 Inggris
4.	RH	3	S1 Inggris
5.	BS	3	S1 Inggris
6.	AA	3	S1 Inggris
7.	NP	3	S1 Inggris
8.	CP	3	S1 Inggris
9.	KW	3	S1 Inggris
10.	GA	3	S1 Inggris
11.	RK	3	S1 Inggris
12.	ME	3	S1 Inggris
13.	RN	3	S1 Inggris
14.	EI	3	S1 Inggris
15.	SA	3	S1 Inggris
16.	SQ	3	S1 Inggris

Figure 1: Data of Respondent.

(Source: primary data processed)

Based on the data above, those who take part in online learning for English for Specific Purposes (ESP 2) courses assisted by Google Classroom and Zoom Cloud Meetings are in semester 3, an English S1 study program. The number of respondents (students) is 16.

The aspects assessed by the researchers regarding speaking skills in learning English for Specific Purposes (ESP 2) courses online assisted by Google Classroom and Zoom Cloud Meetings are in terms of pronunciation, grammar, vocabulary, fluency, and understanding. Researchers used a Likert scale on the questionnaire distributed to respondents (students). The scores are given starting from a score of one to a score of four, as the researchers describe below:

2.1. Pronunciation

Respondents who have serious pronunciation problems that cannot be understood are given a score of one. Respondents whose pronunciation is difficult to understand because they often repeat the same words are given a score of two. Respondents who have pronunciations that make listeners have to concentrate fully and sometimes there are misunderstandings are given a score of three. The highest score, which is a score of four, is given to respondents who have easy-to-understand pronunciation and have a native speaker's accent.

2.2. Grammar

Respondents whose grammar was so severe that it was difficult to understand received a score of one. Respondents who experienced many grammatical errors and hindered meaning and often rearranged sentences were given a score of two. Respondents who often make grammatical errors that affect meaning are given a score of three. Those with no or few grammatical errors were entitled to a score of four, the highest score.

2.3. Vocabulary

Respondents who have limited vocabulary so that conversation is impossible, then he gets a score of one. A score of two is given to respondents who use vocabulary incorrectly and the vocabulary is limited so that it is difficult to understand. Respondents who often use inappropriate vocabulary, and conversations are limited due to limited vocabulary, so they are given a score of three. Respondents who used native speakers' vocabulary and expressions were given a score of four.

2.4. Fluency

Respondents who spoke disjointedly and stopped so that conversation was impossible, then got a score of one. Respondents who often hesitated and stopped because of language limitations got a score of two. Respondents whose fluency in their pronunciation was disturbed by language problems got a score of three. Fluency seemed a little compromised by language problems and fluency like a native speaker got the highest score, which was four.

2.5. Understanding

Respondents who could not understand even a simple conversation got a score of one. Respondents who had difficulty following what was said got a score of two. Respondents who understood most of what was said when speaking slowly got three points. A score of four is given to those who can understand everything without experiencing difficulty, fluently.

Below are the results of the assessment of the five aspects above using a table to make it clearer and easier to understand.

Figure 2: Data of Likert Scale Result.

During one month of September 2021, researchers took an assessment from each respondent so as to produce the following score statement:

The score data above shows the ability of respondents (students) in mastering speaking skills. Five people who have easy-to-understand pronunciation even with regional accents, Semarang and Kendal. There were six people who had pronunciation problems so the listeners had to be really focused and sometimes there were misunderstandings.

TABLE 1: Respondents' Score.

NO.	Name	Assessed Aspects				
		Pronounciation	Grammar	Vocabulary	Fluency	Understanding
1	SM	3	3	3	3	3
2	VA	4	4	4	4	4
3	AJ	3	3	3	3	3
4	RH	4	4	4	4	5
5	BS	3	2	3	3	3
6	AA	3	2	3	3	3
7	NP	2	2	2	2	2
8	CP	2	2	2	3	2
9	KW	2	2	2	3	3
10	GA	2	2	2	2	2
11	RK	2	2	2	2	2
12	ME	2	2	2	2	2
13	RN	3	3	2	2	3
14	EI	3	3	3	3	3
15	SA	3	3	2	2	3
16	SQ	2	3	2	3	3

Rest, there are five people who have difficulty in pronunciation; it can be seen from the frequent repetition of the words that have been mentioned previously.

With regard to grammar, there are only five people who do not have difficulties in grammar and another person sometimes makes grammatical errors but does not change the meaning or meaning. There were five people who often experienced grammatical errors that affected the meaning and another six people who made many grammatical errors that hindered meaning and often rearranged sentences.

In vocabulary mastery, there are five people who get a score of four, this means that they sometimes use inappropriate vocabulary and another six people often use inappropriate vocabulary so that the conversation becomes limited due to limited vocabulary. Rest, there are five people who use vocabulary incorrectly and the vocabulary is limited so it is difficult to understand.

The fourth aspect is fluency in speaking English, there are four people fluent in English but a little disturbed by the sentence structure, and there are seven people with fluency who are much disturbed by the language spoken. The remaining five people often hesitate and stop because of language limitations.

The last aspect that is assessed is the aspect of understanding what they convey. Two people get a score of four which means they understand everything they are talking about. Six people got a score of three because they understood most of what was said

but the speech was a bit slow and there was repetition. And eight of them have difficulty following what is said.

Based on the research data obtained, researchers can conclude that of the sixteen respondents (students) of English S1 Study Program Faculty of languages and Culture Universitas 17 Agustus 1945 Semarang who have filled out the questionnaire, were interviewed and practiced orally for presentations using English in the online English for Specific Purposes course (ESP 2) assisted by Google Classroom and Zoom Cloud Meetings in the COVID-19 Era, it turns out that there are only four respondents (students) who are sufficient to master English For Specific Purposes (ESP 2). This shows that the respondent's (student) English speaking ability is still minimal and will greatly affect the ability to speak English in the world of work later. It was proven that during online learning assisted by Google Classroom and Zoom Cloud Meetings they still had difficulties and lacked confidence.

Based on the problems, results and discussion of the research, the following suggestions can be drawn:

1. It is recommended that the ESP 2 course be more effectively carried out with face-to-face learning directly. So that they practice speaking more so they can hone their skills and build self-confidence.

2. Students must often be trained to speak English so that they master vocabulary more and more

3. The use of learning media must be selected according to the learning needs so that the material is delivered properly.

References

[1] Ghirardini B. E-learning methodologies. Germany: Federal Ministry of Food, Agriculture and Consumer Protection; 2011.

[2] Hutchinson T, Alan W. English for specific purposes. A learning-centered approach. Cambridge: Cambridge University Press; 1994.

[3] Orr T. English for specific purposes. Virginia: Teachers of English to Speakers of Other Languages; 2002.

[4] Tedjasustina A. Communication ethics. Armico: Bandung; 1994.

[5] Nevizond C. Diagnostic management. Jakarta: PT Serambi Ilmu Semesta; 2007.

[6] Azwar S. Research methods. Yogyakarta: Pustaka Pelajar; 2007.

[7] Sugiyono, *Penelitian Kualitatif, Kuantitatif dan R & D. Alfabeta*, Bandung, 2009.

[8] Moleong LJ. Metodologi penelitian kualitatif, Bandung: PT Remaja Rosdakarya Offset; 2007.