Using WhatsApp Group & Google Meet during Online Class, Why Not?

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ABSTRACT

Since the Covid-19 breakout, students in all levels of education across the nation from preschool to higher education have had no choice except to learn online. The Indonesian lecturers are required to think creatively managing their class online. This qualitative study examines descriptively on the effect of the Covid-19 pandemic on the college students' opinion in 59 students from two selected private universities in Indonesia, Salatiga and Surakarta Islamic universities. It also studies further about the merging of 2 platforms such as WhatsApp Group and Google Meet could be a solution to student boredom and misunderstanding in learning English. The data was collected using Google forms. Then, inductive analysis was used to test the data. The findings show that, despite the effects of the Covid-19 pandemic on online English classes, such as unstable signal problems and the need to be constantly in front of gadgets, the students in Salatiga and Surakarta can understand the material. They also have a good time in online English classes because the lecturers in WhatsApp Group include games, puzzles, quizzes, and other interesting activities to keep them entertained during online classes. During online learning, both lecturers and students at the University in Salatiga and Surakarta face numerous challenges, namely the need for the lecturers to be creative in class and to liven up the atmosphere, even though classes were held online due to a massive pandemic. This study recommends WhatsApp Group to be an effective platform to share information and task instructions related to the lecture and should be paired with Google Meet in scheduled online learning to obtain maximum effect for most students' understanding toward the topic.

1. Introduction

This research is essentially interested in researching further about the use of two learning platforms in online English classes. This research emerged based on online learning situations that occurred over two years as a result of the massive pandemic (Covid-19). The duration of the pandemic, which has been ongoing since March 2020, has undoubtedly had a significant impact on the implementation of education, particularly in universities. To mitigate the potentially lethal effects of the pandemic, the academic calendar of all educational institutions globally is readjusting. College stakeholders and management choose to utilise internet technology for online learning in all schools around the world (Demuyakor, 2020).

Online learning is manageable to facilitate remote learning and provides students with easy access to teachers and teaching materials (Mukhtar, et al. 2020). It can reach rural and remote areas. It also cuts down on travel costs and other expenses. It makes administrative duties like recording lectures and keeping track of attendance easier. During the lockdown, online learning modalities promoted student-centeredness. The students have evolved into self-directed

learners, learning asynchronously at any time during the day. Blended learning and flipped classrooms are created by combining face-to-face lectures with technology; this type of learning environment can help students learn more effectively (Dhawan, 2020).

From previous studies that have been mentioned, some of them are only more focused on using what learning technology is most appropriate for online learning. However, they have not focused on learning English and have not mentioned the use of two platforms at once such as WhatsApp Group and Google Meet in one online learning meeting. In addition, there also only states the 'shock' of education actors at the changing situation from offline to online (Singh, et. al., 2020; Fitria, 2020). There are also those who have just researched about mixed learning between online and offline but have not discussed in detail about the two platforms that will be the focus of the research.

In the context of Indonesia, it has been three semesters of online learning since March 2020 until June 2021, and many different learning platforms are being used not only to reduce student misunderstandings in online classes, but also to consider the ease of internet access. Every stakeholder has a

favorable and unfavorable experience with online learning. E-class (a Learning Management System of Salatiga University and WhatsApp Group for task coordination are recommended at the university where the first author teaches. The reality, however, is that using E-class is difficult for lecturers and students since there is no thorough training for users and there are too many icons and procedures for creating resources that are inaccessible. As a result, many lecturers prefer to use WhatsApp Group for all major learning activities because it is easier to use. WhatsApp Group helps students communicate more effectively by reducing miscommunication and facilitating the transfer of ideas (Lina, 2020). Indeed, the article by Lina (2020) does not discuss the use of synchronous applications such as Google Meet because the setting research is still before the pandemic. Thus, the lecture meetings are still held face-to-face. The lecturer used WhatsApp Group, because there was an interest in exploring the use of WhatsApp Group as a medium to collect English sentence-making assignments from students. Therefore, the writer takes the idea of using WhatsApp Group which is considered quite effective and supports learning English.

Furthermore, to facilitate learning coordination, lecturers and students use the Google Meet platform to meet face-to-face online because there is no time constraint. In addition, Google Meet is also considered to be able to motivate students in online learning in English classes (Putra, 2021). In this research, it only focuses on the use of Google Meet and it is considered capable of motivating students in online learning. Thus, the advantages of using Google Meet as a synchronous learning platform will certainly be a plus point if it is used, and maybe collaborated with other learning platforms such as WhatsApp Group.

The following is the result of research findings from Al-Idrus & Rahmawati (2021) regarding the use of two learning platforms, namely Google Meet (GMeet) and WhatsApp Group. They mention that the best e-learning platform is GMeet because it provides face-to-face opportunities between students and lecturers virtually. GMeet is quite efficient for online lectures and practicums because communication can be done so that the discussion process goes well. GMeet has the advantage of being easy to use, and has the features they need. In addition, it doesn't cost much compared to other similar applications. Besides GMeet, WhatsApp Group is also the most frequently used in learning because it is considered easy to use and can share files quickly. In addition, a research from Lindawati & Nurmaulida (2021) on the effectiveness of using two different learning platforms in distance learning, the following are one of the important results. According to the respondents, in order to have distance learning run more effectively, teachers need to add video calls such as GMeet/Zoom meetings. Because in the research, the teachers usually use only asynchronous learning with WhatsApp Group and Google Classroom. Therefore, based on the

literature review above, the merging of two platforms such as WhatsApp Group and Google Meet could be a solution to student misunderstanding in learning English.

Moreover, this research also focuses on students' views on the use of the two learning platforms and is also supported by the following research. Laili & Nasir (2021) examines the perspectives of college students on online learning in intensive English classes during the COVID-19 pandemic. As a result, students have positive and negative opinions about online learning English. The reason, because it is more flexible but also constrained by unstable signals, some students are less motivated, it is more difficult to practice conversation in English, and the high cost of the internet (Susilawati, 2020). Most students (91%) prefer face-to-face learning to online learning. In conclusion, the important factors in conducting online learning are the availability of supporting tools, the stability of internet access, and online learning applications must be easily accessible, interesting, motivating and in the form of a combination of several online learning media to provide the best. In addition, student opinion is needed to find the best possible solution for the future in using these two platforms in learning English. Seeing the facts in the field above, then the students' opinion about the use of the two platforms have emerged.

As effort to take a deeper look at online learning activities using Google Meet and WhatsApp Group, this study uses student opinion as the focus. The problem formulations of this research are:

a. What is the students' opinion toward preferable learning platforms in the beginning of online learning?
b. What is the students' opinion toward the use of WhatsApp Group in every online learning?
c. What is the students' opinion toward the use of Google Meet in scheduled online learning?

2. Literature Review

2.1 The Nature of Online Learning

Online learning is defined by the capacity to use a computer connected to a network to learn from anywhere, at any time, in any rhythm, and with any means (Dhawan, 2020). Online learning is characterized as learning experiences in synchronous or asynchronous conditions using various devices with internet access (e.g., mobile phones, laptops, etc.). Students can be anywhere (independent) in all of these environments to learn and engage with lecturers and other students (Singh et al., 2021; Singh & Thurman, 2019).

In short, online learning means that the learner is separated from the tutor or instructor, and that the learner utilizes some piece of technology to access educational materials. In other words, the learning method does not include in-person sessions. The majority of the content is delivered via the Internet. In this case, the internet is used to

gain access to resources that will allow you to interact with course content, academics, and other learners, as well as receive guidance and support throughout the learning process, in order to construct knowledge and meaning. An online learning communication is typically asynchronous, taking place via email, discussion postings, and other means such as Blackboard, Moodle, YouTube, and Virtual Reality.

2.2 Synchronous and Asynchronous Online Learning

The benefits of using synchronous communication tools include the ability to collaborate in real time, much as in a traditional classroom, where students and teachers can connect spontaneously and participants can receive quick responses from one another (Lim, 2017; Littlefield, 2018). Rapid access to the teacher to ask questions and receive answers are all also benefits of utilizing a synchronous tool for teaching and learning (Lim, 2017). This type of environment, on the other hand, necessitates a predetermined meeting date and time, which runs counter to the promise of "anytime, anywhere" learning that online courses have typically emphasized. Any type of synchronous interaction necessitates a lot of interaction, as well as faster processing and response time (Moorhouse & Wong, 2021). Additionally, real-time information and learning exchange, as well as Web-based training, Webinars, virtual meetings, and web conferencing are all terms used to describe synchronous online sessions. On the other hand, asynchronous learning necessitates planning and structure, both of which entail extra time and thought. All of the properties of involvement, reflective practice, and time invested result in learning outcomes, implying that asynchronous environments may foster more-salient affective learning outcomes.

Integrating asynchronous and synchronous digital technologies and instructional approaches to facilitate distance learning (Cahyani, et al., 2021; Rigo & Mikuš, 2021). The findings show that teachers use a variety of asynchronous and synchronous digital technologies and instructional approaches to facilitate student learning, assess learning, and communicate with students and parents remotely. The results are that the combination of asynchronous and synchronous modes is optimal to support online student learning.

The advantages of mixing synchronous and asynchronous communication tools in the design of virtual learning environments have been the subject of a massive influx of teaching practice. Synchronous and asynchronous tools should be taken into consideration together rather than separately (Friska, 2021). Learning is a social activity that is nourished by social interactions. Therefore, given the learning value that these tools provide students, informed pedagogy is essential in the development and use of these tools in virtual classrooms. Thus, the potential benefits of a blended synchronous-asynchronous online classroom include social interactions, collaboration, and contextual experiences. An online learning environment should include voice interaction, group file sharing, whiteboard capabilities, video, and recording/playback to allow for lecturer and peer-to-peer interaction. Students may feel less actively involved with the lesson if the lecturer highly depends on asynchronous communication. Online synchronous sessions are likely to improve student motivation to complete tasks, and also the extent of asynchronous meetings (Bailey, et al., 2021). Synchronous digital platforms benefit the social processes required to learn the most, "while asynchronous sessions may best enable the growth of higher-level thinking skills, for instance, through process of writing and improved reflection time.

It is clear that combining synchronous and asynchronous methods in online learning English has many benefits. Among them is the speed of response given by teachers and students toward misunderstandings in the subject matter of the synchronous method (Lim, 2017; Littlefield, 2018). It can help the shortcomings of the asynchronous method. Then, by using both, apart from being able to learn and communicate remotely, it is also used to assess learning (Cahyani, et al., 2021; Rigo & Mikuš, 2021; Sulha & Harahap, 2021). There are also benefits for collaboration, intense interaction and increasing learning motivation (Bailey, et al., 2021).

However, it is also undeniable that there are still gaps in the use of both synchronous and asynchronous methods from the previous studies. Both have weaknesses in the internet network which is still a challenge for teachers. In more detail, from a synchronous perspective, the weaknesses are in the aspects of developing critical thinking, application access, understanding topics, fun classes, connection and network problems. Meanwhile, in asynchronous learning, there is a lack of interaction, low understanding of the material, and boring classes (Cahyani, et al., 2021). The use of both synchronous (Zoom) and asynchronous (Whatsapp Group) platforms is recommended to equate the same learning assessment system with offline classes. In addition, teachers must be maximally present in online discussions and the need for careful planning for time management (Friska, 2021; Sulha & Harahap, 2021). In addition, there are those which focus more on researching speaking practice using Zoom, and writing practice with Google Docs (Bailey, et al., 2021). With this research that focuses more on the use of Google Meet (synchronous) and WhatsApp Group (asynchronous), it can close the gaps or weaknesses that exist in previous research and try to do the things that have been suggested.

2.3 WhatsApp and Google Meet

WhatsApp includes a number of features that may be useful for online learning. In the context of blended learning, Barhoumi (2020) highlighted the benefits of WhatsApp as follows: In a mixed mobile lecture, the gadget permits online

discussions and cooperation from school or home. The application makes it easy for students to create a class publication that they may update and publish by participating in collaborative and cooperative online activities directly linked to the classroom course. It invites students to add text and messages to readily think more critically about the hybrid mobile lecture course that is given face-to-face. Students can use WhatsApp learning technology to incorporate videos, podcasts, chats, texts, photos, and audio files into their blended mobile learning. Also, WhatsApp is convenient and practical, communication, material sharing, course information sharing, and ease of use. Although WhatsApp could be a useful tool for flipped classrooms and student participation via conversations, comments, and information sharing, Nirgude and Naik (2016) pointed out that it has some limits in terms of file size and Internet availability.

Additionally, Google Meet (G-Meet) is used as a synchronous tool to teach. It is recommended as a learning and teaching tool since this app has a screen sharing to present documents, spreadsheets, presentations, or (if using a browser) other browser tabs. The benefits of using Google Meet to teach are that it provides the personal connection that face-to-face class time (Aswir et al., 2021). With facial expressions, body language, and tone, it allows us to communicate more clearly. It's simple and quick. Other kinds of communication can take significantly longer than pressing a record and talking.

Based on the literary review above about synchronous and asynchronous learning, which is seen from the advantages and disadvantages of each, it has become the basis for researchers to combine these two things in online learning. It is hoped that by using WhatsApp Group and Google Meet, it can minimize the obstacles from synchronous and asynchronous learning. In addition, researchers will also try to prove that these two platforms can also provide benefits in online learning mentioned by several studies above. Furthermore, researchers will also try to close the gaps in theory and facts that exist in the field and answer unsolved problems in previous research. Therefore, by looking at the use of these two online learning media from the perspective of college students, they can contribute knowledge to readers, especially from the teacher's side so that they can provide the best service to students in online learning.

3. Method

The research goal of this qualitative study has been defined as describing the students' opinion of the use of WhatsApp Group and Google Meet in online learning between two English classes from two universities. The sampling method is purposive random sampling, which is a method of taking data at random based on considerations to achieve a specific target or focus. The research data was obtained from students in an English 2 class at an Islamic

campus who filled out a Google Form before each online meeting. Also, it was obtained from the Students of an English class at a private university in Surakarta. In total, 32 students have been selected as the sample in Islamic University in Salatiga and 27 students were selected from a private university in Surakarta.

The researchers used an inductive approach to discover new knowledge. Researchers would determine the research problem based on what is being done and determined to formulate research questions (Suharsimi, 2006; Sugiyono, 2012). The inductive approach starts from facts in the field, analysed, made questions and then linked with appropriate theories, propositions, laws, then statements to conclude (Hasan, 2011).

There were two types of Google Forms that were analyzed from an Islamic university student. The first was a questionnaire (see **Appendix 1**) with first question about what learning platform the students preferred to use for online learning this semester. The second question was the student feedback on each online learning meeting via WhatsApp Group and Google Meet. The 32 English students filled out the open-ended questions via Google Forms in the beginning of learning semester. The other questionnaires (see **Appendix 2**) were 6 questionnaires from 6 meetings (meeting 1, 3, 4, 5, 7 and 8) of English learning which use WhatsApp Group and Google Meet (the combination method of asynchronous and synchronous learning). It included students' understanding of the topic learned as well as comments and suggestions from students about the learning platform used. The students filled out the questionnaires every at the end of the meeting. Thus, the number of students were different. If all students come, it will be 32 students, if no, it will be less than 32. The data was then compared with the data collected from 27 English students at a private university in Surakarta who filled out a Google Form about their attitudes toward the use of WhatsApp Groups and Google Meet in online learning.

At a private university in Surakarta, the teaching and learning process lasted 16 meetings: 14 for a theoretical class and 2 for a mid-and-post-test. There was a total of 28 students from agriculture departments. All students agreed that the English instruction was delivered online using Google Meet and the WhatsApp applications. The questionnaires with open-ended questions were delivered at the end of the semester. The questionnaire asked students' opinion on WhatsApp Group as a low-cost learning tool, students' opinion on a WhatsApp group as an effective tool to share information and tasks, and students' opinion on Google Meet as a useful tool for a face-to-face online discussion.

The data analysis technique used in this research refers to the concept of Miles and Huberman (1992) which is an interactive model that classifies data analysis in three steps, namely: (1) Data Reduction, a sorting process, focusing on

simplification, abstracting and transforming rough data from notes in the field; (2) Data Display, this data is structured to provide the possibility of drawing conclusions and taking action. It is usually in the form of narrative text; (3) Verification, this step will reveal the meaning of the data collection. From the data, conclusions that are tentative, vague, rigid and dubious will be obtained, so these conclusions need to be verified. Verification is done by looking at the data reduction and data display so that the conclusions drawn do not deviate.

4. Results

4.1 The Students' Opinion toward Preferable Learning Platforms in the Beginning of Online Learning

The lecturer and students at a private university in Surakarta agreed to use Google Meet and WhatsApp Group for an online learning at the first meeting. On the other hand, the lecturer in a State Islamic Salatiga gave the students to poll the tool they wanted to use in the teaching and learning proses. Before the online learning began, the lecturer from the first campus, which is located in Salatiga, distributed a questionnaire to the one class from one of departments to determine what types of appropriate learning platforms should be used. The first question is which online learning platform the students believe is best suited for use in English 2 course this semester.

Table 1. The 1st Questionnaire of an English 2 Course from an Islamic University in Salatiga

No.	Learning Platform	Students
1.	WhatsApp Group and WhatsApp Video Call	28
2.	WhatsApp Group and Google Meet	1
3.	Google Meet	3
Total		32

The data from **Table 1** showed that 32 respondents in the class completed the form. There were 28 students who chose WhatsApp Group and WhatsApp Video Call, 3 students who chose Google Meet, and 1 student who chose both WhatsApp Group and Google Meet.
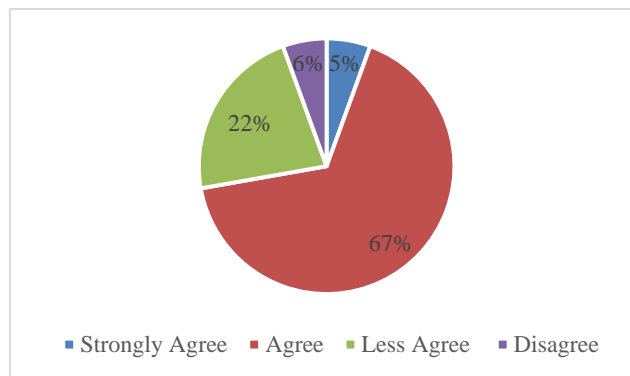

Chart 1. Students' responses toward the use of Google meet in the State Islamic University in Salatiga

The second question was whether the lecturer informed to use an online learning platform such as Google Meet once a month based on the Faculty regulation. The consideration was because the students financial background was from medium-low level so they complained about the cost for internet quota and some of them were from remote areas which had difficult internet connection. . Thus, during the learning in one semester (six months) forward, the students used Google Meet once a month for the 2nd, 6th, 10th and 13th/14th meetings (4 times in 1 semester). They were allowed to write their reasons in the comment's column. **Chart 1** showed the results: 2 students chose 'Strongly Agree,' 20 students chose 'Agree,' 8 students chose 'Less Agree,' and the last two students chose 'Disagree.' In conclusion, 22 students out of 32 students, or 67 % of the class, agreed to use Google Meet, while the remaining students (32%) disagreed with the instruction because most of them have internet signal constraints.

4.2 The Students' Opinion toward the Use of WhatsApp Group in Every Online Learning

The researchers analysed the Google Forms from a class for eight online learning meetings over the course of a semester. The reason was Google Meet only used once a month (in the 2nd, 6th, 10th and 13th/14th meetings). Therefore, in this section, the researchers only focused on students' opinion of using WhatsApp Group in online learning. in online learning. This data was obtained from the Islamic University in Salatiga. In the first meeting, 29 out of 32 students gave positive opinions. Several suggestions were obtained for the following meeting. First of all, students should answer the quiz in turn in WhatsApp Group with a closed quiz using google form in order that the students were able to get a fair score. Additionally, the lecturers were suggested to give an explanation using WhatsApp Voice Note (VN) and give a few moments to send the next VN. In the third meeting, 24 out of 28 students gave positive opinions about the warm-up quiz, explanation and fun challenge. Two students complained about the lecturer's fast explanation on YouTube and asked to explain again in WhatsApp Group. Then, the students could not answer a quiz

more than 2 times for one student in one session. In the fourth meeting, 28 out of 31 students gave positive opinions. Three students complained about the lecturer's fast explanation in WhatsApp Group.

In the fifth meeting, 18 out of 30 students gave positive opinions. Five students said that videos in WhatsApp Group consumed a lot of cell phone memory and they suggested using PowerPoint and the audios. Three students preferred using YouTube and 1 student suggested to use PowerPoint and the audios from WA Voice Notes. Three students had problems with loading time and bad signals. In the seventh meeting, 27 out of 28 students gave positive opinions. One student complained about a bad signal. In the eight meetings, 25 out of 27 students gave positive opinions. One student suggested a clearer explanation and recommended being well-prepared.

Table 2. Students' Opinion of using WhatsApp Group in online learning in the State Islamic University in Salatiga

Meeting	Students' Opinion
1	One out of 32 students did not understand that day's topic and 31 students quite understood.
3	The learning process applied to WhatsApp Group and YouTube. Seven out of 28 stated that they did not understand enough and 22 students quite understood.
4	Eight out of 31 students stated that they 'did not understand enough and 23 students quite understood.
5	The activity uploaded videos in WhatsApp Group. Four out of 30 students said that they did not understand enough and 26 students quite understood.
7	Four out of 28 students said that they did not understand enough and 24 students quite understood about the explanation of mid-term test and students' group presentation in WhatsApp Group after mid-term test.
8	Students had a group presentation using WhatsApp Group. Two out of 27 students said that they did not understand enough and 25 students quite understood about idioms.

The data was supported with the data obtained from the students of an English class in a private university in Surakarta. There were 27 students completing the form related to their opinion of a WhatsApp group as a low-cost learning tool. An asynchronous tool is believed to be low-cost when it is used rather than the synchronous one.
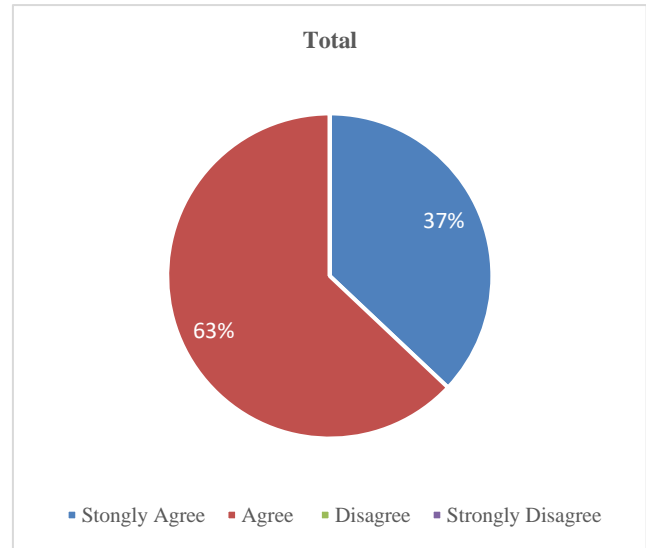

Chart 2. Students' Opinion on a WhatsApp Group as a Low-Cost Leaning Tool in the private university in Surakarta

Based on the result of the questionnaire, 17 students (63%) out of 27 students agreed if WhatsApp Group as an asynchronous tool was a low-cost learning tool. Then, the remaining 10 students (37%) strongly agreed with the statement (**Chart 2**). This data was supported with the result of the interview. The students said that the bill for WhatsApp was cheap. In this case, WhatsApp Group was used to share information and the task instructions by using the chat room. It was cheap since they did not use video calls during the learning process.
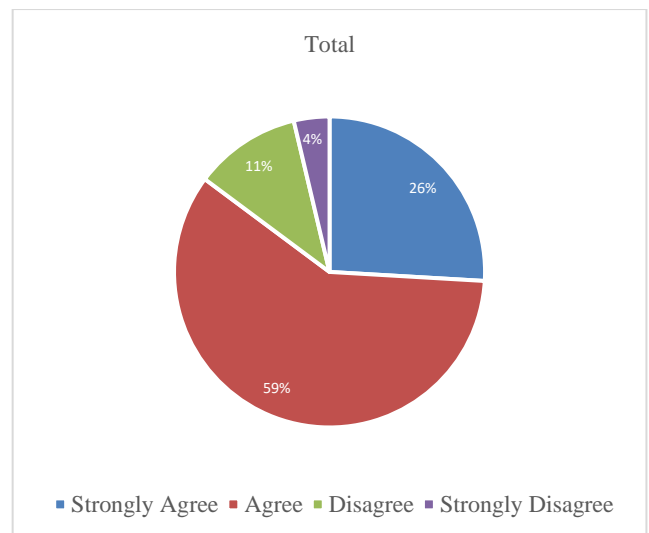

Chart 3. Students' Opinion on a WhatsApp Group as an Effective Tool to Share Information and Tasks in the private university in Surakarta

Based on **Chart 3**, 16 students (59.3%) agreed that WhatsApp Group was an effective platform to share information and task instructions related to the lecture. Additionally, 7 students (25.9%) strongly agreed, 3 students (11.1%) disagreed, and the rest strongly disagreed.

To obtain more information, the researchers also conducted an open-ended question related to their opinion. Analysing the result, a WhatsApp Group was effective and simple enough to share lecturing materials or to collect the students' assignments as every student had a WhatsApp application in their smartphone. All the students could get the information shared in WhatsApp Group without the need of waiting for the private-broadcast from their friends or lecturer. However, some students stated that WhatsApp Group was an ineffective learning application. It was ineffective since the students could not use it to have a live-discussion. Having discussions by chatting made it difficult to interpret the topic of the discussion, since the students could not see the expression of the sender of the message. The students also found it difficult to ask questions related to the discussed topic if only using the chat. Additionally, sending the video task using WhatsApp Group also made their smartphone memory run out.

4.3 The Students' Opinion toward the Use of Google Meet in Scheduled Online Learning

As stated in the first questionnaire (Finding Point 1) prior to the start of the online, the majority of students (67%) agreed to use Google Meet in meetings 2, 6, 10, and 13. At the first meeting when giving the first questionnaire, the lecturer considered that she would use the combination of WhatsApp Group and WhatsApp Video Call, but WhatsApp Video Call only can be used for maximally 8 participants.

Table 3. Students' Opinion of Using Google Meet in Online Learning in the State Islamic University in Salatiga

Meeting	Students' Opinion
2	This meeting covered pronunciation, vocabulary, and translation activities. Two out of 29 students could not join the GMeet due to bad signals, so they said that they did not understand the lesson. One student did not understand the pronunciation session, one student also had difficulties to arrange an English sentence and 25 students quite understood.
6	Two out of 28 students could not join the GMeet due to bad signals, so they did not understand. One student did not understand the pronunciation taught and one student also had difficulties to arrange an English sentence, and 25 students quite understood.
10	The students had a group presentation using WhatsApp Group & GMeet. Two out of 29 students said that they 'did not understand enough' about idioms and 27 students quite understood.
13	Students had a group presentation using WhatsApp Group and Google Meet. Four out of 30 said that they did not understand enough and 26 students quite understood.

It was impossible because the class members were 32 students. In the second meeting, 21 out of 29 students gave positive opinions. Four students complained about the lecturer's fast explanation and 2 students felt more comfortable to use WhatsApp Group than GMeet. Some suggested having a more interactive teaching situation in GMeet and to coordinate better before starting the GMeet and students should answer the quiz in a well-mannered manner. All students gave positive opinions. The results of their opinion of using Google Meet for online learning are shown below.
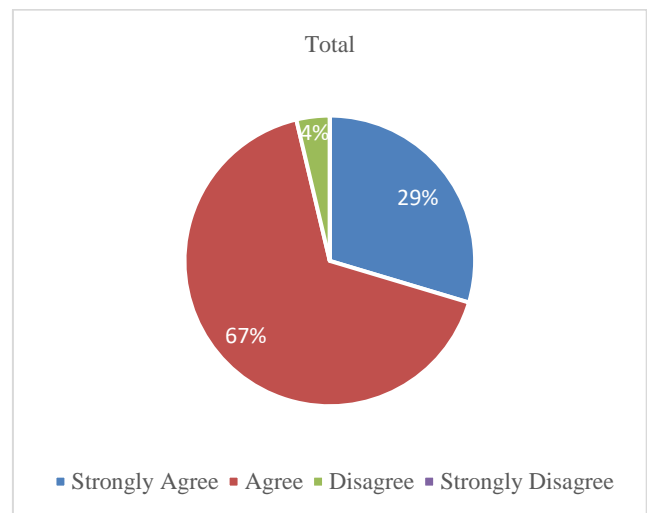

Chart 4. Students' Opinion on Google Meet as a Useful Tool for a Face-to-Face Online Discussion in the private university in Surakarta

The students in a private university in Surakarta also had the same opinion. **Chart 4** showed that 18 students (66.7%) out of 27 students agreed, 8 students (29.6%) strongly agreed, and the rest disagreed if a Google Meet application was helpful when having a face-to-face online discussion or presentation. The students said that Google Meet facilitates them to understand the materials being discussed face-to-face. The spent bill of this application was also cheaper than using the Zoom application. Indeed, this application was more expensive than WhatsApp. However, many students argued that they had connection trouble with online learning using this application. It was due to the high bandwidth that must be used to operate Google Meet.

4.4 Students' Opinion toward Fun Online Learning Activities Using WhatsApp Group and Google Meet

Based on students' opinion of an Islamic University in Salatiga via Google Form from meeting 1 to meeting 8, then meeting 10 and meeting 13, it was discovered that the

lecturer provided some fun activities to reduce students' boredom at each online meeting. In particular, she began the class with an introduction game during the first meeting. She sent a screenshot to WhatsApp Group, then explained the rules of the game via Voice Note or WhatsApp message. After all explanations, she continued to give an intermezzo, namely "Just for fun with English" to maintain students' motivation during the online learning (**Figure 1**).
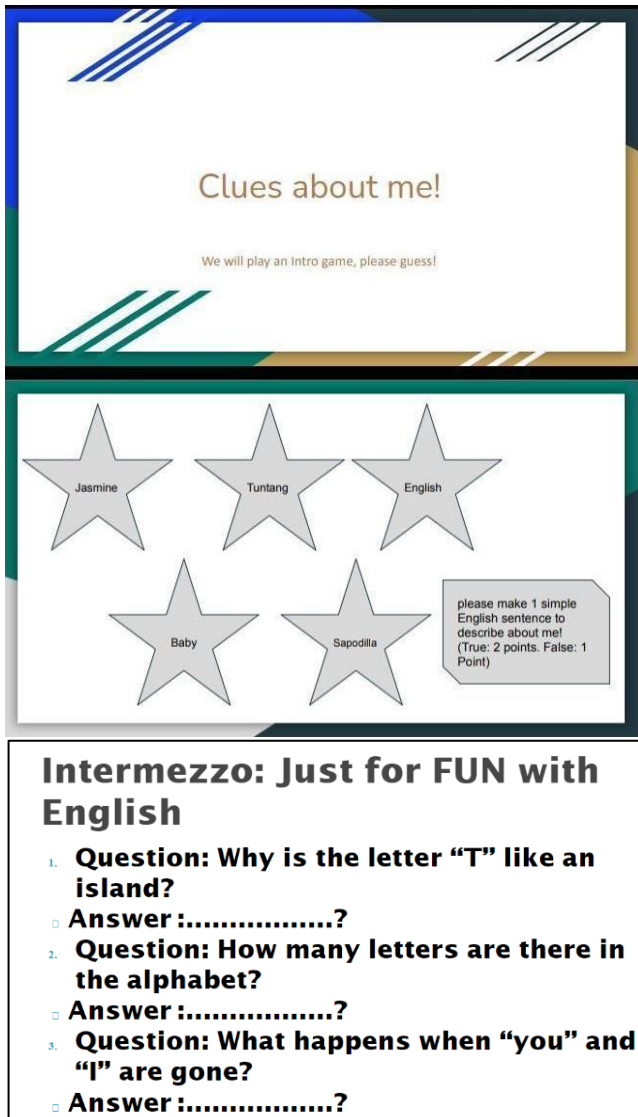

Figure 1. The Example of Introduction Game and Intermezzo via WhatsApp Group

The students' feedback from State Islamic University in Salatiga shows that the first meeting of online class has positive impacts on 29 students out of 32 students. They found it very fun, they learned fun facts about their lecturer, they want more quizzes and jokes in English, and train their critical thinking and thinking out of the box.

The lecturer combined some media in online learning in subsequent meetings, but the main media is still WhatsApp Group and occasionally Google Meet (GMeet). The lecturer began the online learning in the second meeting by presenting a puzzle about synonyms via Google Meet. They had to draw lines to connect the words with the same meanings in each column and write their answers in the provided answer-boxes, just like the example (5-B-5 or Boring-membosankan-Dull). Students could also respond directly through Google Meet or in WhatsApp Group. The activities then continued to learn about pronunciation directly through GMeet. At first, the lecturer gave an example of reading aloud a sentence from the reading text, then all students imitated it, and finally some students practiced reading it by themselves, with the lecturer checking and correcting their mispronunciation.

Furthermore, at the end of each class, the lecturer or presenter generally gave a quote of the day related to the discussed topic to motivate students. For further and detailed information about fun English in every online learning via WhatsApp Group and GMeet can be seen as follows:

Table 4. Students' Opinion of Fun English Activities via WhatsApp Group & GMeet in Online Learning in the State Islamic University in Salatiga

Meeting	Students' Perception
1	The lesson used WhatsApp Group. Most students wanted more quizzes and enjoyable activities.
2	The lesson focused on reading and vocabulary using GMeet with good delivery in material explanation and still in the right track. The game stimulated students' participation since it used a fun quiz.
3	The lesson focused on conversation and gerund using WhatsApp Group. The students were very enthusiastic about joining the activity. They wanted more games and quizzes.
4	The lesson focused on reading and vocabulary using WhatsApp Group. The students enjoyed the activity. They stated that the activity was fun. They were happy with the song at the beginning of the lesson.
5	The lesson focused on conversation and present perfect tense using WhatsApp Group. The quiz was interesting. The students enjoyed it.
6	The lesson focused on reading and vocabulary using GMeet. The students enjoyed the activity, quizzes, and games.

7	The lesson focused on conversation and imperative sentences using WhatsApp Group. The students enjoyed the activity. They wanted the activity of completing blank lyrics.
8	The lesson focused on reading and vocabulary using WhatsApp Group. The students suggested more interesting activities. The students were more active and pleasant.
10	The lesson focused on reading and vocabulary using GMeet. Every meeting there was a quiz and warm-up and more challenging quiz. The students were happier.
13	The lesson focused on conversation and relative clauses using GMeet. The quiz was always fun and easier to understand.

Those situations were also in line with the learning situation that happened in a private university in Surakarta. The lecturers could create fun activities using WhatsApp and Google Meet. By using WhatsApp, the lecturer gave the students a quiz, and then the students must respond to the quiz. The students gave positive feedback when their friends gave a correct answer by giving emotions provided in this application. Also, this application was used to discuss the project they had. In this case, the students had a poster presentation for their Mid-Term Test and an Interactive Online Presentation (Video Presentation) for their Final Test. First of all, the lecturers explained what they had done to complete the project. If they did not understand yet, they asked using WhatsApp. They had an online presentation by using Google Meet.

5. Discussion

According to the result of the data, it shows that the incorporation of online communication tools has a positive impact on the development and formulation of communication skills. The state Islamic University applied the online communication such as the integration of WhatsApp Group and G-Meet only once a month based on the faculty regulation. On the other hand, the private university in Surakarta allowed the lecturer to use the online communication every meeting when having an English class. In this case, the use of online communication technology in the classroom is critical for accomplishing the educational purpose. The ability to adapt in the face of rapid technological development, as well as the ability to communicate in a foreign language, are all indispensable needs of the current Covid-19 pandemic. It needs the lecturers' creativity to employ technology in their classroom.

The technology and the internet are useful instruments for creating new forms and ways of foreign language instruction (Martyushev, et al., 2021). Both altered the educational paradigm in order to fulfil the needs of the information society as it developed. Using a technology in the learning process allows lecturers and students to organise educational databases, design courses, complete a variety of educational tasks, conduct independent search and information work and student research, automate laboratory practice, and deliver lectures and seminars.

The study reveals that information technology is very fruitful in the educational process. First of all, the lecturers and the students in the State Islamic University and private university can provide immediate comments, and the lecturers can see educational data. In many nations, including Indonesia, there is a saturation of distant communication technology. This situation allows society to foster cross-cultural communication via the internet. Thus, real-time communication is needed. The findings suggest that, from the perspective of the students, the instructional approaches used in the two teaching and learning settings differ in their ability to facilitate social interaction. The students of the private university in Surakarta can interact and have a direct-discussion with their friends and lecturer. They can share their ideas without any communication boundaries since the teaching and learning process was done using G-Meet. Differently, in the case at the State Islamic University, it was minimal synchronous social interaction. Because more meetings use WhatsApp Group (asynchronous). However, when it is time to learn to use GMeet, they can see the expressions of their friends when communicating. The similar study done by Fabriz et al. (2021) shows that in comparison to students who studied largely in asynchronous settings, students who studied mostly in synchronous settings reported more peer-centered activities like feedback. Additionally, only when there are dynamic interactions between student-content, student-teacher, and student-student is learning process effective. The goal of the synchronous tools, according to the academics, was to create meaningful involvement, dynamic exchanges, and community development (Cong, 2020).

In this case, WhatsApp has quickly become the most favourite platform for online learning. The lecturer did not use WhatsApp Video Call since it has limitations for users and sharing screens. As a result of the students' responses in the questionnaire, the lecturer in the State Islamic University decided to use Google Meet once a month. The findings is supported by Lim (2017) that every synchronous (Google Meet) and asynchronous (WhatsApp) tool has usability and limitability. The researchers study shows that the students in the State Islamic University recognise the student's potential for ubiquitous learning in the WhatsApp group, and they have a positive attitude about the App as a teaching and learning tool. Students, on the other hand, are sometimes found to be unprepared to study actively, collaboratively, and independently through the WhatsApp group. In line with Rahmadi's study (2020) that adding a messaging option to an asynchronous classroom setting can have beneficial effects.

The high link between private messages written and asynchronous notes written implies that many interested students are utilizing the advantages of private messaging in order to contribute in innovative ways. Additionally, Susilawati's findings (2020) explain the ease with which discussion boards may be created, allowing WhatsApp to become a positive learning tool, promoting seamless communication between instructors and students, and the application is free and simple to use. In the instance of a private university in Surakarta, students prefer to use synchronous apps since they can see the lecturer's face and engage with them immediately. However, a study conducted at an Islamic University in Salatiga revealed that students prefer to use asynchronous apps due to their low cost.

According to the findings of the two classes from different universities, it has been found that WhatsApp Group helps students communicate more effectively because it can reduce miscommunication and facilitate the delivery of ideas (Suriyah & Lina, 2022). In the context of blended learning, as stated by Barhoumi (2020) about the use of WhatsApp in mixed lectures, it supports online discussions between schools (teachers) and homes (students).

In addition, students can be anywhere (independently) to learn and engage with other students and the lecturer too (Singh & Thurman, 2019). The findings show that it is not bounded by place and time in certain online learning situations. Compared to students who studied primarily in asynchronous settings, students who studied predominantly in synchronous settings reported more peer-centered activities such as feedback. As stated by Fabriz et al. (2021), teachers, on the other hand, saw fewer distinctions in synchronous and asynchronous teaching approaches, particularly when it came to feedback activities.

The discussion forums such as WhatsApp Group are that collaboration and sharing of ideas can be done within a certain period of time, more time for reflection on discussion topics and easy to shape and control participation (Lim, 2017). On the other hand, from the same research source, there are obstacles such as causing misinterpretation of other people's ideas and it may take longer to get feedback. Meanwhile, from the results of this research, some students can understand the lesson well, if someone does not understand they write it down at the end of the lesson as a reflection for the teacher. In addition, the misunderstanding actually comes from the students' low background knowledge of English before joining the English course. Furthermore, Nirgude and Naik (2016) complain about WA having some limitations in terms of file size and Internet availability. The example is when uploading a large video. It takes a very long time to load for those who have poor signal. Meanwhile, in some cases, WA supports online learning for those with limited signal and Internet access (low cost). Then, WhatsApp Groups provide pedagogical, social, and technological affordability, allowing users to share

announcements, exchange ideas, and participate in online discussions. In the findings of this research, the 3 aspects (pedagogy, social and technology) have also been found through online learning. In delivering pedagogical values at the State Islamic University, for example, the lecturer provides a structured presentation model from warming up to closing. Meanwhile, in terms of social interaction and technology, it has been presented in the previous findings section. The students interact synchronously only once a month and they integrate two learning technologies namely WhatsApp Groups and Google Meet. The private university in Surakarta applies the technology according to the context of materials being discussed in one semester. Indeed, the lecturer also gives the students to select the most appropriate technology of online communication by themselves. In this case, the students know better the quality of the internet connection in their area. The lecturer then prepares the material in accordance with the students' choice of online communication. By doing so, the social interaction runs well during the teaching and learning process.

The results of the study between the two classes above support other studies that using Google Meet for teaching allows students to interact face-to-face in class even though it is done online (Aswir et al., 2021). It allows us to communicate more clearly by using facial expressions, body language, and tone. In the State Islamic University, the lecturer also asks the students to do their own presentation via WhatsApp Group and Google Meet. According to the finding above, many students can handle online learning well by using Google Meet. The audiences also feel clearer about the material explanations since the presenters and the audiences can interact directly and can deliver questions directly. This is also supported by previous research such as from Lim (2017) and Littlefield, (2018) on the benefits of using synchronous communication tools include the ability to collaborate in real time, where students and teachers can connect spontaneously, and participants can receive quick responses from one another. There are many other things to discover with this Google Meet feature, such as the ease of recording meetings, which can only be done by the link owner, and the ability to add an artistic touch to the display screen with many interesting virtual background options. However, Lim (2017) points out some of Google Meet's drawbacks, including the fact that the quality depends on bandwidth and there may be a short time lag between speaking and receiving a response, which can disrupt the flow of the conversation; documents and other presentations can only be shared via the presenter camera. In this case, the video conference format is Google Meet, which allows all GMeet members to share screens as needed.

In connection with the research findings described, Branon and Essex (2001) recommend tips on using synchronous and asynchronous learning media. Using synchronous learning media should fit smaller student groups online, provide intensive chat time, and allow

students to 'hide in'. From the findings of this research, for synchronous learning in the form of Google Meet and for the users are quite a lot of around 1 class (almost 40 students). The chat is in the form of lecturer/presenter interactions with students, for example about learning pronunciation in English, so they can practice and check directly, so that it is more intensive than asynchronous learning. Then, it is true that when joining GMeet teachers and participants can freely 'hide themselves' by clicking 'mute' (turning off the microphone) and also turning off the camera.

On the other hand, asynchronous learning media makes students work in teams, provides feedback in summary form, rather than trying to respond to each individual post, provides students with clear communication, asks for peer-student feedback, provides clear requirements for sharing screens or learning materials. This is also reinforced by the results of this study that in the State Islamic University the lecturer asks a group of students were given the task of creating and presenting learning materials through WhatsApp Group and GMeet. They learn to respond to their friends' responses to questions about materials and assignments. Therefore, the advantages of mixing synchronous and asynchronous communication tools in virtual learning designs should be considered to be combined together rather than being carried out individually (Skylar, 2009).

Additionally, this study fills in several gaps that have been identified by Cahyani et al. (2021), specifically on the drawbacks of synchronous learning, such as a weak internet connection network. The State Islamic University avoids this issue as a result by using Google Meet to host online classes just once a month. Then, although there are connectivity issues at the Private University, students can still follow the course material. This study attempts to address the lack of critical thinking development by having students at State Islamic University complete a Students' Group Presentation (SGP). Students are inspired to think critically and creatively while creating and presenting their presentations as a result of this practice. Students who take on the role of the audience are also more engaged and critical when one of the presenters is a buddy. In private universities, students watch their friends' video presentations. The video is posted by the students to Google Class, where anybody can view it. When synchronous learning was used, a large number of students in both universities reported to understand the material presented (Cahyani, et al., 2021). Classes that are not enjoyable are one of the synchronous learning's drawbacks that are highlighted. This research has also provided an answer when lecturers at private and state Islamic universities start out by making learning enjoyable. Students are really content and encouraged to participate fully in their education.

The first of the asynchronous learning's limitations, however, is the lack of interaction (Bailey, et al., 2021). The findings of this study reveal that this is different. According to evidence in Appendix 2, State Islamic University students continue to actively participate in WhatsApp Group, even those who are unable to join GMeet due to signal issues. Their participation in each online meeting contributes to the attendance points and evaluation of student participation. Low understanding of the issue discussed (Bailey et al., 2021; Sulha & Harahap, 2021) has also been addressed, with the response that practically all students at both universities are thought to comprehend the subject matter being taught. This study's findings do not support the notion that learning is boring (Friska, 2021). Many students at the two universities are content and like their studies.

Finally, it appears that a solution has been found for the seven issues. In the preceding conversation, it was also addressed that signal issues are solved at State Islamic University by holding GMeet once a month. The two campuses under study appear to not have unreasonable homework requirements or a bad learning environment. The question of whether or not students grasp the course has also been addressed by both universities, and the conclusion is that the majority of them do. Avoid asking or responding to questions or quizzes; it has also been mentioned that at State Islamic University, active involvement in class is needed due to the fulfilment of assessment requirements. Collecting participation points and having students meet attendance criteria by the lecturers will help students overcome their lack of English practice. Because if they do it that way, the students will participate in synchronous and asynchronous questions, answers, and comments.

Given everything that has been said so far, this study does in fact have certain drawbacks. One of them is the limited number of meetings where the WhatsApp and Google Meet platforms can combine. Because the faculty regulation, which does not want to burden the students, is the real source of this. Thus, further research is recommended to explain the completeness of the data from English class sessions that are carried out optimally by merging the two platforms, namely WhatsApp and Google Meet.

6. Conclusion

This research gives the readers new insights about the synchronous and asynchronous learning tool, especially WhatsApp Group and Google Meet. Instead of theoretical reviews about those applications, the example and application of both tools are also provided in this article. WhatsApp Group is an effective platform to share information and task instructions related to the lecture. The use of Google Meet in scheduled online learning gives a good effect for most students' understanding toward the topic discussed. On the other hand, the Google Meet application is helpful when having a face-to-face online discussion or presentation. Ultimately, fun activities are needed when implementing technology in the classroom to reduce students' boredom at each online meeting. Dealing

with the use of WhatsApp and Google Meet in teaching, the lecturers could create fun activities by giving the students a quiz. This research results can be adopted or adepted other researcher to be implemented in their class by other lecturers or teacher when teaching online using WhatsApp Group and GMeet, especially during this pandemic. We hope that the contribution of this research can add the readers and researchers' insight who look for intermezzo in online learning.

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Appendix 1

https://docs.google.com/spreadsheets/d/1G4PtNZ8agaQN_
arc0nCIFAZJPekqQd3qAlBIzUt6-wI/edit?usp=sharing

Here is a RAW questionnaire from an Islamic university in Salatiga.

This is the first questionnaire for students (in the first meeting of the semester) to know students' opinions about what appropriate learning platform to teach them Bahasa Inggris 2 Course and the use of synchronous learning (Google Meet) once a month.

Appendix 2

https://docs.google.com/spreadsheets/d/1uQO4GwvygpgGs
Y7LppWUyJ5bA-
KwvKGCW_SI2Da5_SE/edit?usp=sharing

Here is a RAW questionnaire from an Islamic university in Salatiga.

This is the second-type questionnaire (6 questionnaires from 6 meetings: meeting 1, 3, 4, 5, 7 and 8) of English learning which use WhatsApp Group and Google Meet (the combination method of asynchronous and synchronous learning).

It includes students' understanding of the topic learned as well as comments and suggestions from students about the learning platform used.

The students fills out the questionnaires every at the end of the meeting. Thus, the number of students are different. If all students come, it will be 32 students, if no, it will be less than 32.