THE IMPLEMENTATION OF GOOGLE SITE AS E-LEARNING PLATFORM FOR TEACHING EFL DURING COVID-19 PANDEMIC

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Abstract: The aims of this study are to find out whether the implementation of Google Site is effective or not for Teaching EFL and to know the student's perception toward the implementation of google site in teaching EFL. The subject of the study will be English Students Education at University of Muhammadiyah Palopo. The samples of this study will be chosen randomly. The data will be from the EFL Test and interview and all documents use by the lecturer in their teaching and learning process. The EFL test used to measure the students' improvement after implementing the google sites and the interview used to investigate while the interview done to dig more information on how the students' perception toward the implementation of google site in teaching EFL. However, through the implementation of the media, it can be said to be effective and attract the attention of students in EFL learning.
Keywords: *Google sites, EFL, e-learning, covid-19.*

INTRODUCTION

The rate of COVID-19 cases worldwide are now declining, including Indonesia. However, It cannot be the reason for people to turn their guard down, especially with some new mutations of the COVID-19. Thus, The Government are trying their best in order to keep this rate or even going down.

The presence of this virus was discovered for the first time in Wuhan, China, and has spread to virtually every country in the world, and Indonesia being one of them. The Republic of Indonesia's National Disaster Management Authority has decided to extend the period of the disaster emergency caused by the COVID-19 pandemic until May 29, 2020, and in fact even exceeded the stipulated time. Because of that The Minister of Education and Culture of Republic Indonesia decided policies that lead students to study from home and teachers to teach from home, too (Syarifah & Zainil, 2021). It absolutely replaces face-to-face learning in school room setting into online learning. It has become a significant challenge for both students and teachers to manage online learning.

As has been experienced by almost all people so far, the Covid-19 certainly has a very negative

impact on all aspects of life such as the economy, social life, education and many more. For some time ago, the Indonesian government has issued cautions and restrictions on people leaving their homes, working, and attending school. Work from home and learn from home are two new phrases that have arisen. Even today the caution is still ongoing.

Education is one of the important things in human life. During the Covid-19 pandemic, it faces very high challenges. One of the most challenging things in the world of education today is the enactment of a learning from home policy that directly requires all relevant parties to implement virtual learning (Broto, Miarsyah, & Ristanto, 2021).

The implementation of virtual or online learning is one of the learning models carried out during the pandemic, this is motivated by the principle of education policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and society in general, in the context of fulfilling educational services during the pandemic.

Virtual learning is also usually synonymous with the application of E-learning. It is a method or idea of education that incorporates information technology into teaching and learning, with the learning process being supported by an electronic or computer system.

Discussing about computer systems, there are of course many things that can be used in the learning process such as the implementation of google site as a platform in the teaching and learning process. However, students must continue to study even if it is done online, There are many Platform that the teachers can use as media on online teaching and according to some research result regarding to teaching using web material shows positive result,(Waloyo, Khoiriyah, & Farah, 2021) stated that the teachers basically agreed that implementing CLIL using web-based teaching materials has comprehensive impact for students due to its dual-focus, content, and language learning despite of the teachers' lack of English proficiency, lack of appropriate teaching materials, and lack of ICT facilities.

According to the 2020 *Kemdikbud Pusdatin* online article, with the outbreak of the Covid-19 virus, physical restrictions have been imposed in various public environments including the educational environment. Physical restrictions imposed in schools make face-to-face learning difficult due to the various limitations that students and teachers have. There are many ways that can be circumvented to improve student learning outcomes during a pandemic, such as through a google site module so as not to consume a lot of internet quota compared to video conference.

Most people have some experience with visiting websites, and the World Wide Web constitutes an incredible resource to use with your students. Web-based learning media able to improve student learning outcomes, This is due to the learning process student-centered and with many sources, with a mix of several pictures and videos will make students more interested in learning as well as with there will be more student web-based media get the material studied because models made according to child development and technology (Peprizal & Syah, 2020).

Google Sites is a platform on Google that allows you to easily create websites. In addition (Jubaidah & Zulkarnain, 2020) state that Google Sites is one of the products from Google as a tool for creating websites. Users can take advantage of Google Sites because they are easy to create and manage by ordinary users. So that anyone can use or create Google Sites, especially a subject teacher who is currently conducting WFH (Work Form Home) learning activities during the Covid-19 pandemic.

The present of COVID-19 pandemic environment has offered language teachers with several possible possibilities to utilize online apps and tools to enhance learners' language competence, There are several applications that have been used in the EFL learning process such as: the blackboard ultra, podcasting, vodcasting, video conference, etc. (Hakim, 2020).

Several research results have also revealed that the use of technology in learning English as a foreign language has a very important role, such as: (Au-Yong-Oliveira, Gonçalves, Martins, & Branco 2018) who stated important issue about the raise awareness about technology integration to the learning process among learners and parents.

Next, access to internet connection without disruption and bandwidth limitations is another technical aspect to be dealt with and resolved as it potentially discourages EFL teachers from implementing new technologies to online classrooms (Yadov, Gupta, & Khetrapal, 2018).

Adnan, Ahmad, Yusof, Kamal, & Kamal (2019), integration of vodcasting and podcasting into online classrooms was reported as successful. However, regardless of all the constructive steps taken and positive developments in language learning and teaching, there are certain issues that still need to be addressed.

Teaching English as a foreign language is not easy for several reasons. As we know that English is a foreign language, it certainly requires maximum effort in the teaching and learning process, especially during the current online learning period. For this reason, the process of selecting learning media is basically a very crucial thing. It must be done carefully so that it can be used and utilized properly, and in turn will be able to improve the quality of learning. the current learning model requires students to be able to learn independently. Therefore, the learning process during the pandemic requires lecturers to be more interactive in choosing and implementing online learning media so that the material delivered is in accordance with learning outcomes. Online learning can be implemented using an internet-based interactive model and a Learning Management System. For example, by using the google site This study aims to implement the google site as a learning platform in teaching English as a foreign language.

METHOD
This research conducted on the basis of mixed method with central points on (1) the Implementation of Google Site as Learning Platform for Teaching EFL, and (2) the extent the implementation of Google Site that facilitated students in learning English as Foreign Language. According to (Creswell & Creswell, 2018), a mixed method research is a procedure for collecting, analysing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. Therefore, the data were gathered from a combination of both quantitative and qualitative data namely open-ended interview.

This research focused on 25 EFL students of English Education Study Program at Universitas Muhammadiyah Palopo in Academic Year 2021/2022.

The instruments used in this research namely: EFL Test that is used to find out the improvement of students' ability in learning EFL skill in pre-test

and post-test, and Interview that is used to find out the students's perception toward the use of this Google Site in learning EFL. The interview consisted of 6 open ended questions.

Next for techniques of collecting data in this pre-experimental research namely EFL Test that is to find out the students' the improvement of students' ability in learning EFL skill in pre-test and post-test. And then for the Interview used to evaluate the students' perception toward the use of this Google Site in learning EFL.

In analysing data, the researcher used both quantitative and qualitative. The data from EFL Test was analyzed quantitatively and the data from interview was analyzed qualitatively.

RESULTS AND DISCUSSION
The first stage in this research before the implementation of the E-learning platform was development. The development of the EFL teaching website was organized as follows:

Selection of topic
In this research, the researcher preferred the topic academic writing. This is because the topic is a fairly complicated topic for students because they have to pay attention to several rules in its application so that something new and interesting is needed in the teaching process. Through this research, the researcher tries to create something new for students in the writing course which so far has only been done in the conventional way, namely writing on a paper and then collecting it to the lecturer, which of course will make them bored. Currently, with the development of this platform, researchers believe that it will create something different in terms of learning writing.

Developing the website
After choosing a topic that is considered appropriate, the researcher then develops the learning media using the Google Site. The content IN THE Google Site was based on the outline as arranged in order as listed namely (1) Home, (2) Lesson Plan, (3) Teaching Material, (4) Middle and Final Test and (5) Students Project.

Figure 1. *Home page of the entire e-learning platform.*

The developed E-learning platform of Academic Writing has attracted the attention of students in its use. This E-learning platform utilize the students' knowledge about academic writing. There several materials included in this platform such introduction of academic writing, the principles on it until the process and practices in writing. It can be seen in the following figure.
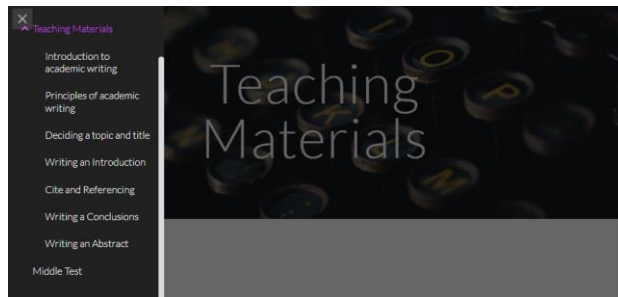

Figure 2. *List of teaching materials*

Not only that, this platform also displays a menu of projects or tasks that have been given to students.

This certainly makes it easier for lecturers and students to control and check every project or task that has been done. The assignments or projects that

have been collected can be checked via the url or link of each student that is loaded on the student project menu. it can be seen in the following figure.
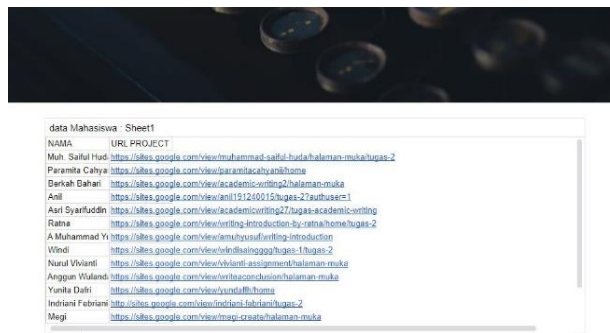

Figure 3. *List of students' project*

After implementing the E-Learning platform, the next step is calculating the students score in pre-test and post-test. However, the results show a difference. It can be seen in the following table about the distribution of students' scores in English ability. Where after conducting the treatment, the students' English ability show an improvement. The mean score and standard deviation of the students' English ability in pre-test and post-test are shown in table and figure below:
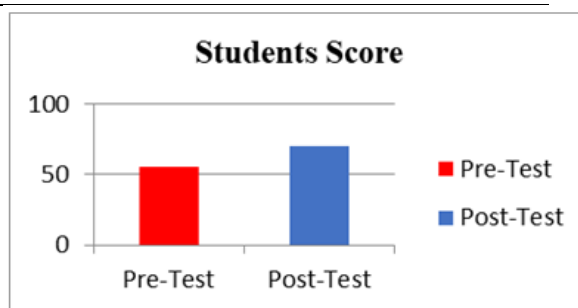
Table 1. *Students' mean score and standard deviation of pre-test and post-test*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Students	55.16	25	10.258	2.052
	Post-test Students	70.52	25	8.856	1.771

Table paired sample statistics above shows that the mean score of post-tests is higher than the mean score of pre-tests, (70.52 > 55.16). 70.52 is classified as good category. While,55.16 is classified as poor category. It means that by implementing Google site in teaching EFL is successful in improving the students' English ability. The results of the students' improvement in pre-test and post-test are shown in figure below:

Figure 4. *Students score in pre-test and post-test*

The pervious data associated with increasing student scores in the learning process as a result of this study is in line with the results stated by (Broto et al., 2021) who found that the use of Google Site as a teaching material and media was very effective in its use. they can prove this by looking at the

comparison of the mean value in the experimental class which has increased by 3 points.

The students' perception toward the implementation of Google Site in teaching EFL.
The next steps in this research are measuring the students' perception toward the implementation of google site in teaching EFL to determine the level of students' acceptance of that website. From the questionnaire submitted to 25 students, there were eleven item statements that were asked, namely the students' perception toward the implementation of google site in teaching and learning process. The following are the questions that have been given to the students.

Students' response on the question
Based on the results of research that has been carried out, it was found that by using Google Site as a Platform in teaching and learning EFL can increase effectiveness in the EFL learning process during the Covid-19 pandemic. This can be needed through increasing student scores in the pre-test and post-test. Not only that, this can also be confirmed through our online interview quote with the following students.

Researchers	:	"Do lecturers always use media in EFL learning?"
Ss	:	"Yes, they do."
Researchers	:	"What types of media are used by lecturers in EFL learning?"
Ss	:	"Google Site, WhatsApp, Google Classroom, Zoom, Google Meet, Blog, Etc."

Based on the results of the interview above, it can be said that basically lecturers in teaching have implemented various kinds of media as mentioned above, including the Google Site.

To get more information related to the use of the Google Site in the learning process, the researcher again asks questions such as the following:

Researchers	:	"Have you known the media (Google Site) before? If so, since when and through whom?"
S1	:	"*Ya, melalui guru Bahasa Indonesia di SMA.*" (Yes, through an Indonesian teacher in high school)
S2	:	"*Iya, Sejak kegiatan English Camp dan melalui dosen.*" (Yes, since the English Camp activities and through lecturers.)
S3	:	"*Ya, saya tahu tentang Google Site melalui dosen saya yang*"

mengajarkan tentang Writing dan dia menggunakan itu agar proses belajar lebih menarik." (Yes, I know about Google Site through my lecturer who teaches about Writing and he uses it to make the learning process more interesting.)

S4	:	"*Sejak semester 4 melalui salah satu dosen menerapkannya saat proses perkuliahan daring dimulai di kala pandemi.*" (Since semester 4, one of the lecturers has implemented it when the online lecture process began during the pandemic.)

Based on some of the quotes from the answers described above, we can see that some of them have known about the Google Site before through different people. But some of them also admit that through this research this is the first time they use the Google Site.

Furthermore, because the students were based on different prior knowledge related to the Google Site, the researcher was then interested in exploring more detailed information related to their experiences related to implementing the media in the learning process they experienced.

Researchers	:	"What is your experience related to the use of the media?"
S1	:	"*Pengalaman saya menggunakan media tersebut ialah saya Sangat dibantu dalam menyalurkan isi pikiran yang ingin saya tuangkan dan dapat dibaca oleh semua orang.*" (My experience using these media is that I am greatly assisted in channeling the contents of my thoughts that I want to pour and can be read by everyone.)
S2	:	"*Yahh sangat menarik,karna kita bisa menuangkan segala ide dan pemikiran kita dalam media tersebut.*" (Well, it's very interesting, because we can pour all our ideas and thoughts into the media.)
S3	:	"*Experience and knowledge saya bertambah, seru juga belajar sambil menggunakan teknologi. Pengalaman saya belajar untuk membuat website yang belum pernah saya tau sebelumnya.*" (My experience and knowledge has increased, it's also fun to learn while using technology. My experience is learning to create a

website that I have never known before)

S4   : *"Awal menggunakan agak susah, namun sekarang sudah bisa dan ternyata memudahkan dalam pembelajaran."* (At first it was a bit difficult to use, but now you can and it turns out to be easier in learning.)

From the previous quotes we can see that there several students who said that by using the Google Site as a learning medium, of course, we can subconsciously increase our knowledge related to the use of technology. This is in line with research from (Roodt & Villiers, 2012) that state that Google Site gives positive impact on the students because it can improve the students general computer knowledge.

After listing some of the answers given by the students, the researcher then asked their views and interests regarding the use of the Google Site. Answers related to this can be seen in the following interview results.

Researchers : "How do you feel about learning with the use of these media? Are you interested in taking lessons if the lecturer uses the media? If yes, why?"

S1   : *"Tentunya Saya sangat senang dan sangat berterima kasih kepada dosen yang terkait telah memberikan kami kesempatan untuk menggunakan media tersebut. Dan ya tentunya saya tertarik jika selama pebelajaran daring ini dosen menggunakan Google Site ini karena lebih praktis."* (Of course, I am very happy and very grateful to the lecturers concerned for giving us the opportunity to use these media. And yes, of course I am interested if during this online learning the lecturer uses this Google Site because it is more practical)

S2   : *"Saya sangat beresemangat dalam proses belajar, karena kita diperkenalkan dengan salah satu cara baru dalam proses belajar daring. Iya sudah pasti saya tertarik karena tidak terlalu ribet dan kita memiliki pengalaman baru soal media baru."* (I am very excited about the learning process, because we are introduced to a new way of learning online. Yes, I'm definitely interested because it's not too complicated and we have new experiences about new media.)

S3   : *"Rasanya seru karena mengenal media baru dan sangat bermanfaat pastinya apalagi berkaitan dengan pemanfaatan teknologi. Dan Yaa, saya setuju dan tertarik dengan pemanfaatan media itu sebab media tersebut bisa dijangkau atau diakses oleh siapapun."* (It feels exciting because I know new media and it is very useful, of course, especially related to the use of technology. And yes, I agree and are interested in using the media because the media can be reached or accessed by anyone)

S4   : *"Saya merasa sangat Senang, karena saya dapat mengetahui dan mempelajari hal yang baru. Pastinya saya ya saya tertarik karena dengan menggunakan media tersebut mahasiswa jadi lebih muda dalam mengerjakan tugas tanpa kita harus bertemu secara langsung."* (I feel very happy, because I can know and learn new things. Of course, yes, I am interested because by using this media, students will be younger in doing assignments without us having to meet in person.)

Based on some of the answers described above, we can conclude that overall, the students had a pleasant experience and interest in using the media because almost all of them showed interest through the answers they gave.

It relates with results research that has been conducted by (Parmar, Patond, Rathod, & Ninave, 2020) who found that most of students on their research both students and faculties have a positive feedback on the use of teaching module based Google Site.

After knowing the students' views related to the use of the media, the researcher then tried to ask about the advantages and disadvantages of the media and what suggestions or input from them related to the use of these media for the next learning process.

Researchers : "In your opinion, what are the advantages and disadvantages of Google Site media compared to other Learning Platforms such as LMS UMP etc.?"

S1 : *"Bagus, Loginnya mudah tidak ribet, cuma kekurangannya yaitu tidak terlalu bagus jika akan melakukan editing via handphone."* (Good, the login is easy and not complicated, the only drawback is that it is not very good if you are going to do editing via handphone.)

S2 : *"Media ini dapat dijangkau oleh banyak orang tidak hanya mahasiswa yang ada di Perguruan Tinggi kita saja. Kekurangannya yaitu jika melakukan editing menggunakan handphone kurang maksimal hasilnya karena layarnya kecil."* (This media can be reached by many people, not only students at our Higher Education. The drawback is that if you are editing using a handphone, the results are not optimal because the screen is small.)

S3 : *"Kalau Google Site mudah, tidak membingungan seperti LMS yang lain. Tapi di Google Site belum disediakan form untuk absen oleh dosennya."* (If Google Site is easy, it is not confusing like other LMS. But the Google Site has not provided a form for absent by the lecturer.)

S4 : *"Tidak berbelit-belit dalam penggunaanya. Misalnya pada saat akan melakukan editing tugas itu sangat mudah. Tidak hanya itu ada banyak fitur-fitur menarik yang tersedia di dalamnya. Menurut saya belum ada kekurangan yg saya temukan dan saya juga masih belajar menggunakan google site."* (Not complicated to use. For example, when it comes to editing the task is very easy. Not only that there are many interesting features available in it. I don't think I've found any flaws and I'm also still learning to use the google site.)

Although there were some disadvantages expressed according to the students, some of them still gave suggestions so that the use of this media could be implemented in the next lesson. From the previous quotes some of student state that by using Google Site will make it easier for students to access it and this can also be seen by others widely. It is accordance with the previous results research from (Roodt & Villiers, 2012) who state that the use of Google Site can encourage collaborative learning. In addition (Parmar et al., 2020) who state that by using web-based teaching via Google Site can be accessed by students anytime comparing with traditional classroom. Besides that, it also can be explored in depth by another one.

The previous data discuss about advantages of Google Site that give good impression for the students so they suggest to use that media at a later stage. This can be seen in the quote below:

Researchers : "What are your suggestions regarding the use of the media (Google Site)?"

S1 : "*Sekarang kita hidup di era modern di mana informasi mudah di akses di situs atau sosial media dengan adanya google site kita bisa membuat informasi dapat diakses oleh orang yang membutuhkan. Untuk itu penggunaan media ini sangat membantu mahasiswa dalam berbagi informasi tentang tugas-tugas kuliah dan lain sebagainya.*" (Now we live in a modern era where information is easily accessible on sites or social media with the Google Sites, we can make information accessible to people in need. For this reason, the use of this media is very helpful for students in sharing information about course assignments and so on.)

S2 : "*Saran saya kedepannya agar tugas yang diberikan lebih menantang siswa untuk memaketkan tulisan tangan dengan desain yang berkualitas. Agar pembaca / pengunjung site tidak bosan dengan apa yang dipaparkan. Dan dengan adanya tantangan tersebut siswa juga bisa resah, nah disitulah ada timbul dari dalam diri siswa tersebut untuk melakukan improvement.*" (My suggestion in the future is that the assignments given are more challenging for students to package handwriting with quality designs. So that readers / site visitors do not get bored with what is presented. And with these challenges students can also be restless, so that's where there is something that arises from within the student to make improvements.)

S3 : "*Akan lebih baik jika Google Site digunakan untuk hal-hal positif*

misalnya dalam proses pembelajaan, seperti membagikan tugas berup cerita pengalaman di universitas, sekolah, ataupun pengalaman bekerja. Hal yang juga dapat bermanfaat bagi semua orang." (It would be better if the Google Site was used for positive things, for example in the learning process, such as sharing assignments in the form of stories about experiences at university, school, or work experiences. It can also be useful for everyone.)

S4 : *"Perbanyak memberikan latihan menggunakan Google Site dengan latihan-latihan sebelumya. Penggunaan google site sebagai media pembelajaran menurut saya sudah bagus, krna mahasiswa dapat menggunakan media yang lebih variatif."* (Give lots of practice using the Google Site with the previous exercises. The use of the google site as a learning medium in my opinion is good, because students can use more varied media.)

From the quotes, it can be seen that most of students suggested that the implementation of the Google Site in learning should be continued because it is very interesting where with this website, they can share about the tasks that have been made not only limited to lecturers or colleagues in only the scope of the University can see it but many people. However, it is better to give more challenging assignments in order to improve students' abilities. For this reason, in the Covid-19 pandemic era, the implementation of Google Site as an E-learning Platform is very interesting and makes it easier for students.This is in accordance with what has been disclosed by (Agad, Pitonang, Terrado, Salic-Hairulla, Gomez, Nabua, & Yuenyong, 2019) on their research which states that developing teaching materials using the google site can attract the attention of learners and is certainly very helpful.

CONCLUSION
Through this research, we can draw a conclusion that by implementing Google Site as an E-learning Platform in EFL learning, it can increase students' ability in EFL learning so that it can be said to be effective. Furthermore, related to student perceptions, overall they are interested in implementing the Platform and agree if it is still used in further learning.

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