
Students' Perception on the Online Learning through Google Meet and YouTube Channel during Pandemic Situation

Yuni Awalaturrohmah Solihah¹

¹Corresponding author, Universitas Catur Insan Cendekia, Cirebon, Indonesia; yuniasolihah@cic.ac.id

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Abstract

This study investigated the students' perception of their online learning during pandemic situations, especially in the Structure and Written Expression Section of TOEFL Preparation Class. The students obtained the material of the Structure and Written Expression Section of TOEFL through video-conferences by Google Meet as well as learning videos by YouTube Channel. This focused on the students' perception between Google Meet and YouTube Channel in the online learning of TOEFL Preparation Class in the fourth Semester Students of UCIC Cirebon. This was a qualitative study that obtained the data from the questionnaire and interview. The findings showed that the students were able to comprehend, be active to ask, and to interact with the lecturer during online learning through Google Meet as a video conference learning. Moreover, online learning through YouTube Channel made it easy to comprehend replaying the videos, but there was no interaction between students and lecturer. This study suggests the English lecturers discover the best media of online learning in order to enhance the students' competences, especially in TOEFL Preparation Class.

Keywords: Online Learning, Google Meet, YouTube Channel, TOEFL

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1. Introduction

The English competence plays an important role not only academically but also publicly as an international language. It makes the students master English in learning process. It is in line with Mahmud (2014), the need to master English is absolutely very crucial. Therefore, to obtain more knowledge about English is a must for the students. It assists them to interact and use the English in daily use as well as public sectors.

Test of English as a Foreign Language (TOEFL) is used to measure English competence of non-native speakers. This test is used for the students to know their English competence obtained during their learning process. Generally, the university students are tested TOEFL at the end of their studies. It is aimed to obtain their TOEFL score that is used for getting a job after graduated from the university. It means that the university students should master TOEFL during their learning process. TOEFL ITP is one of kinds of TOEFL which is available for academic setting. In TOEFL ITP, there are three sections to be tested, including Listening Comprehension, Structure and Written Expression, and Reading Comprehension (ETS, 2021). From three sections, the students should enhance their competences in order to get better results for TOEFL score.

The TOEFL Preparation class aims at mastering students' English competence, especially three sections in TOEFL. In this class, the students are able to recognize the tricks for each section in the TOEFL test. It could assist them to achieve good results in the TOEFL test. According to Mousavi, Arizavi and Namdari (2014) stated that the TOEFL Preparation exposes the students to the item format TOEFL test, makes the students know to guess the answers, and helps the students to allocate time properly. It means that the TOEFL Preparation class concerns the developing the students' competences in TOEFL mastery.

Since 2020, the Covid-19 virus has spread very fast and has changed human life, including the education system. Due to the pandemic situation, online learning is implemented in Indonesia. Chasanatun and Lestari (2021) stated that the pandemic situation changes the offline into online class. In the online class, the students are inhibited from coming to the school, instead of giving materials and assignment by using online platforms. Moreover, Ahmadi (2020) stated that the use of technology could help to implement online learning to develop the interaction between students and teachers. Lestyanawati and Widyantoro (2020) stated that to solve the problems in pandemic situations are to discover new regulations for the students and teachers in online learning. It means that the teachers could implement the online platforms to teach materials by using the technological developments although they could not teach directly in the classroom in this pandemic situation.

There are various studies carrying out the importance of online learning in pandemic situations (Fitria, 2020; Lestyanawati and Widyantoro, 2020; Suputra, 2021). Those studies concern the effectiveness of online learning to study English as well as detailed application

used in teaching and learning process, especially in online learning. Based on those studies, it shows the use of technology during studying English, including Zoom, Google Meet, Skype, YouTube Channel, WhatsApp Group, Google Classroom, and Moodle. Those applications are used by most teachers in Indonesia during pandemic situations as well as those to help the students acknowledge the materials given. It means that the teachers could develop their creativity to teach students by using those application in order to enhance students' competence in learning activities even though there is no face-to face interaction in the classroom. In addition, the online learning by using those applications should be more effective to be implemented in this pandemic situation.

Furthermore, the previous studies are conducted by researchers to examine the effectiveness of certain applications in teaching and learning process, especially in online learning. Those studies examine the use of Zoom and Google Meet as a video conference learning in pandemic situations (Laili & Nashir, 2020; Aswir, Hadi & Dewi, 2021; Safriyanti, 2021). Meanwhile, the studies are carried out to know the use of YouTube Channel in teaching English during pandemic situations (Nasution, 2019; Chasanatun & Lestari, 2021; Indriani, 2021). From those studies mentioned above, the scholars tend to investigate the effectiveness of online platforms, involving Zoom, Google Meet and YouTube Channel in their classroom. The results of those studies show the use of Zoom, Google Meet, and YouTube Channel are beneficial for the teacher and students in pandemic situation. It also enhances the students' competence in some texts, including descriptive and procedure text by using those applications in the online classes.

According to the previous studies above, there is a limited study to compare online learning applications used by teachers in TOEFL Preparation class. The previous studies focus on the use of online applications to develop students' competences in several texts. Therefore, this present study examines the use of online applications in TOEFL Preparation class. The applications are Google Meet and YouTube Channel in TOEFL Preparation Class in pandemic situations. For this study, it concerns the Structure and Written Expression Section as the students' competence in structural and grammatical sections in standard written English (ETS, 2021). This section is expected to be the most difficult section for university students according to the students' questionnaires results. In addition, questionnaires results show that the university students are difficult to complete the test of structure and written expression in TOEFL section. It means that the students should give more comprehension and materials about structure and written expression sections. Therefore, this study would implement two online learning applications, involving Google Meet and YouTube Channel to delivering structure and written expression materials. After implementing those applications, this study investigates the students' perception on the use of Google Meet and YouTube Channel in TOEFL Preparation Class, especially Structure and Written Expression Section during pandemic situations.

1.1. Research Questions

According to the background of the study above, the research questions that would be investigated in this present study into the following:

1. How is the students' perception on the online learning through Google Meet in learning structure and written expression of TOEFL section during pandemic situation?
2. How is the students' perception on the online learning through YouTube Channel in learning structure and written expression of TOEFL section during pandemic situation?

2. Method

This was a qualitative study. Merriam and Grenier (2019) stated that a qualitative study focuses on the phenomenon from participants' perspectives. The participants of this study were 46 students in the fourth semester of UCIC Cirebon in the academic year 2020/2021. This study focused on the students' perspective relating to the questionnaire and interview results. The questionnaires were delivered for the students to obtain their perception of using Google Meet and YouTube Channel in learning structure and written expression of TOEFL section. In addition, there are each 8 questions in questionnaire adopted from Rahayu (2020). Meanwhile, the interviews were held to support questionnaires results. There are four questions for the interviews adopted from Suputra (2021) about their opinions on the advantages and disadvantages between Google Meet and YouTube Channel in comprehending the Structure and Written Expression as the most difficult section in TOEFL test.

To collect the data of this study, the researcher used Google Meet and YouTube Channel three times in each online learning by Google Meet and YouTube Channel. After implementing those platforms, the students were distributed the questionnaires by Google form to know their perception of effectiveness of Google Meet and YouTube Channel. Next, the researcher obtained the questionnaires' results automatically in google form in percentages form. Then, the questionnaire results were presented as a percentage to represent students' perception on using Google Meet and YouTube Channel.

Furthermore, the researcher conducted the interview to the students directly by using Google Meet. From the interview results, the researcher recorded during interview session, so the researcher could write down transcripts what students said about opinion of using Google Meet and YouTube Channel. Lastly, the interview results were presented and analyzed based on some experts' theory and previous studies.

3. Finding and Discussion

According to the data collection and analyzing, this present study represented the students' perception toward the online learning through Google Meet and YouTube Channel in TOEFL Preparation class.

Firstly, the online learning used Google Meet in learning process, especially in TOEFL Preparation class is presented into the figure below.

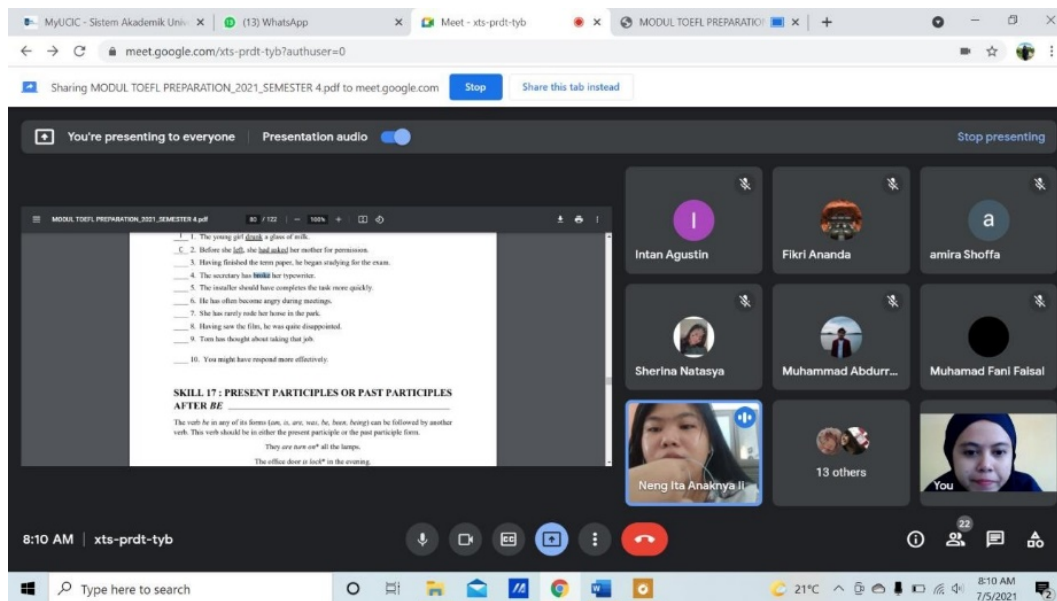


Figure 1. Online Learning through Google Meet

Based on figure 1, the online learning was implemented by the lecturer to learn Structure and Written Expression materials. In this learning process, the students were asked to join TOEFL class through Google Meet link. The lecturer explained the materials by sharing the screen and there is an interaction between lecturer and students when the students found misunderstood materials. Furthermore, the lecturer gave more examples of fulfilling the exercises in structure and written expression section as well as made the students be active to ask relating to the materials. Then, the students tried to finish the exercise through discussion among the students in Google Meet class. It means that using Google Meet enhanced the students to interact each other while they were learning TOEFL materials. Meanwhile, the online learning through YouTube Channel could be shown below.

Figure 2 shows that the students could learn the material via YouTube Channel belonging to the lecturer. From this online learning, the lecturer explained TOEFL materials through those videos in which the students could display more than twice to comprehend the material. Furthermore, the lecturer asked the students to display the video and the students are free to ask the materials in WhatsApp group when the students found misunderstood materials. It

means that an interaction would not be directly employed due to this online learning but they could display the lecturers' explanation more than twice through video of YouTube Channel.

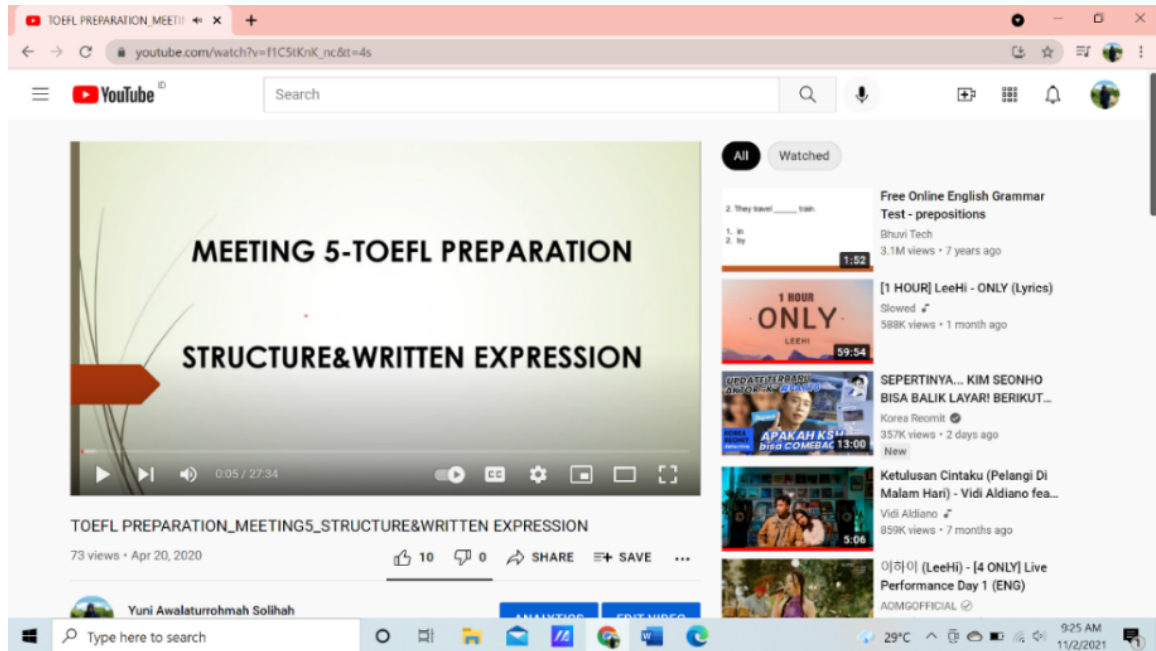


Figure 2. Online Learning through YouTube Channel

During the online learning, the students were asked to answer the questionnaires and interview at the last meeting in the fourth semester to investigate their opinion toward those online learning. The findings and discussion are explained below.

3.1. The Students' Perception on the Use of Google Meet in Online Learning

The students were given the questionnaire through Google Form. There are some statements relating to online learning through Google Meet, especially in the learning Structure and Written Expression Section. The table summarizes the students' perception on the use of Google Meet in Online Learning.

Table 1. Questionnaire on Using Google Meet

No	Statement of Students' Perception	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The Use of Google Meet is effective to learn the Structure and Written Expression Section of TOEFL.	13%	47.8%	8.7%	28.3%	6.5%

No	Statement of Students' Perception	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.	The Use of Google Meet is easy to comprehend the Structure and Written Expression Section of TOEFL.	8.7%	56.5%	8.7%	19.6%	6.5%
3.	The Use of Google Meet is easy to interact with the lecturer in the learning Structure and Written Expression Section of TOEFL.	21.7%	58.7%	0%	13%	8.7%
4.	The Use of Google Meet increases the motivation to learn the Structure and Written Expression Section of TOEFL.	21.7%	52.2%	6.5%	15.2%	4.3%

According to table 1, it shows that the students conveyed their opinion about the use of Google Meet in learning Structure and Written Expression section of TOEFL. 13 % of the students strongly agree and 47.8% students agree that the use of Google Meet is an effective way to learn Structure and Written Expression. Moreover, the 8.7% students strongly agree and 56.5% students agree that the use of Google Meet makes them easy to comprehend Structure and Written Expression. The use of Google Meet makes the students interact to the lecturer while learning Structure and Written Expression. It could be seen that 21.7 % students strongly agree and 58.7% students agree about that. And lastly, there were 21.7% of the students strongly agree and 52.2 % of the students agree that the use of Google Meet could increase the students' motivation in online learning, especially in learning Structure and Written Expression.

Moreover, the interview was held to support the questionnaire results. The questions relating to the interview is presented in the table below.

Table 2. Interview Questions about Google Meet

No	Interview Questions
1.	How about the advantages of Online Learning through Google Meet in Structure and Written Expression in TOEFL Preparation Class?

2. How about the disadvantages of Online Learning through Google Meet in Structure and Written Expression in TOEFL Preparation Class?

Based on table 2, there were 2 questions to expose the students' perception about advantages and disadvantages of the use of Google Meet in learning Structure and Written Expression. The overall answers of the first question are presented as follows.

"It can interact with the lecturer directly" (student 3)

"The easiest way for the students to ask material directly to the lecturer" (student 4)

"It's practical to comprehend the material" (student 8)

"Online Learning via Google Meet eases the students to interact with the lecturer and discuss with another friends and lecturer when I do not understand about the material" (student 13)

"I can ask the question to the lecturer when I misunderstand about the material" (student 30)

"I can be an active student in the class during the class" (student 42) "It can be accessed everywhere and give the question in the chat box or directly" (student 44)

The interview results above represented the positive attitude toward the use of Google Meet. Through Google Meet, the students got more knowledge about Structure and Written Expression in the learning process due to the fact that they could ask directly to the lecturer about the materials. Moreover, the TOEFL Preparation Class could be an interactive class between students and lecturer. They could discuss the material directly through Google Meet. Meanwhile, the answers for the second questions are presented below.

"My weak connection" (students 1)

"The signal and quota will be my problems. It makes me spend much money" (student 3)

"The lost connection is always my problem during the learning process. It makes me misunderstand the material given (student 10)

"It makes me upset when I lose my connection. The material given cannot be repeated" (student 15)

The disadvantages of using Google Meet were related to the bad signal or connection during the learning process through Google Meet. Most students were out of the Google Meet Room when they lost the connection that made them confused with the material given. They could not repeat the material while they were in the Google Meet Room.

3.2. The Students' Perception on the Use of YouTube Channel in Online Learning

The students were also given the questionnaire to know their opinion about the use of YouTube Channel. The data is presented below.

Table 3. Questionnaire on Using YouTube Channel

No	Statement of Students' Perception	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The Use of YouTube Channel is effective to learn the Structure and Written Expression Section of TOEFL.	8.7%	37%	13%	37%	6.5%
2.	The Use of YouTube Channel is easy to comprehend the Structure and Written Expression Section of TOEFL.	6.5%	37%	6.5%	47.8%	4.3%
3.	The Use of YouTube Channel is easy to interact to the lecturer in the learning Structure and Written Expression Section of TOEFL.	8.7%	19.6%	8.7%	54.3%	10.9%
4.	The Use of YouTube Channel increases the motivation to learn the Structure and Written Expression Section of TOEFL.	10.9%	41.3%	10.9%	34.8%	6.5%

Based on table 3, there were 8.7% students strongly agree and 37% students agree that YouTube Channel is also effective way to online learning. Meanwhile, 47.8% students disagree and 4.3% students strongly disagree that YouTube Channel is easy to comprehend the Structure and Written Expression Section. Moreover, there were 54.3% students disagree and 10.9% students strongly disagree that YouTube Channel makes them not to interact with the lecturer during learning Structure and Written Expression. At last, 10.9% students strongly agree and 41.3 % students agree that YouTube Channel also increases their motivation in online learning, especially in Structure and Written Expression Section.

Online learning through YouTube Channel had positive and negative perception from the students to learn Structure and Written Expression Section. Their perception was related to the effectiveness of YouTube Channel in learning Structure and Written Expression Section.

Moreover, the interview was held to support the questionnaire results. The questions relating to the interview are presented in the table below.

Table 4. Interview Questions about YouTube Channel

No	Interview Questions
1.	How about the advantages of Online Learning through YouTube Channel in Structure and Written Expression in TOEFL Preparation Class?
2.	How about the disadvantages of Online Learning through YouTube Channel in Structure and Written Expression in TOEFL Preparation Class?

From table 4, the answers of the first question are explained below.

“I can see again the material given” (student 5)

“It can be displayed more than once” (student 10)

“I can comprehend more about the material from the YouTube Video” (student 20)

“From Video YouTube, it is easy for me to comprehend because of some examples” (student 30)

“When I forget the material, I can watch again the video” (student 33)

“I can learn more when I do the exercise while playing the video” (student 40)

The advantages of using YouTube Channel were that the students could display the video learning uploaded by the lecturer. The students could repeat the video more than once. It made them more comprehend to the material given. It was related to the students' motivation to learn English, especially learning Structure and Written Expression materials.

On the other hand, the disadvantages of YouTube Channel based on the interview results are as follows.

“I cannot ask the question about the material to the lecturer” (student 1)

“Maybe, only diligent students play the video. The lecturer cannot check who the students have played the video” (student 5)

“It's not easy to interact with the lecturer” (student 18)

“It will not have a discussion between students and lecturer” (student 20)

“There is no communication in the class. I do not like it” (student 30)

The disadvantages of YouTube Channel in learning Structure and Written Expression materials made the students lazy not to play the videos. There was no interaction between students and lecturer during the learning process through YouTube Channel. It made students misunderstand the Structure and Written Expression materials.

3.3. Discussion

Google Meet and YouTube Channel were implemented by the lecturer in online learning during the pandemic situation. According to the questionnaire and interview results above, it shows the students' perception on using Google Meet and YouTube Channel whether it was positive or negative.

Google Meet provides video conference consisting of face-to-face interaction between students and lecturers (Rahayu, 2020; Baber, 2020; Pratama et al., 2020). It is very useful for the students and lecturer to learn English, especially grammar mastery. Due to the difficulty level of grammar mastery, face-to face interaction could be a good way for the lecturer to implement this medium of learning. Based on the questionnaire and interview results, the students assumed that Google Meet is an effective media to comprehend Structure and Written Expression materials. Moreover, they felt very comfortable using Google Meet due to the fact that they could interact with the lecturer. It motivates them to be active to ask material directly by using Google Meet. These findings are reported in other studies (Naserly, 2020; Laili & Nashir, 2020; Safriyanti, 2021; Aswir, Hadi & Dewi, 2021). Those studies indicate that by using Google Meet eases the students to interact with the lecturer in the online learning. It assists the students to comprehend the material given. Meanwhile, the students claimed that the bad connection is the obstacle during the use of Google Meet in online learning. This finding is in line with the studies by Permatasari (2018), Laili and Nashir (2020), and Safriyanti (2021). Those studies argue that the signal is the biggest problem during using Google Meet in the learning process. It made the students misunderstand the material given when they were out of the Google Meet room. The lecturer should minimize this problem by determining the students' connection, so that all students could understand what the materials were given.

Furthermore, the use of YouTube Channel was also useful for the students in learning English (Ghasemi, Hashemi, & Bardine, 2011; Almurashi, 2016; Indriani, 2021). Based on the questionnaire and interview results, YouTube Channel is an effective way to learn Structure and Written Expression. Moreover, the material from YouTube Channel could be replayed more than twice to comprehend the material. It made the students develop their interests and motivation to learn Structure and Written Expression. These findings are in line with the studies by Nasution (2019), Alwehaibi (2015), Watkin and Wilkins (2011), Riswandi (2016). It means that YouTube Channel could help the students comprehend the Structure and Written Expression materials by displaying the learning video from YouTube

Channel. This caused them to display more than once while learning Structure and Written Expression materials. It developed their desires of learning Structure and Written Expression materials by videos. Meanwhile, they felt it difficult to ask directly to the lecturer because there is no interaction between lecturer and students while using YouTube Channel. The students could learn by themselves by displaying the learning videos. This finding is in line with the studies by Buzzetto (2014) and Nasution (2019). It indicates that the students could easily access the videos from YouTube Channel to understand the materials given.

4. Conclusion

Based on the questionnaire and interview results, the use of Google Meet and YouTube Channel are considered as the effective media to learn English materials, especially Structure and Written Expression Section in TOEFL Preparation Class. Those applications are useful for the students to master the structural and grammatical materials relating to the TOEFL tests. Google Meet makes the students be active to ask the materials directly during the learning process, while bad connection is the obstacle in online learning. YouTube Channel motivates the students to easily access the video relating to the materials given. Due to the fact that there is no interaction between lecturer and students, the students could learn by themselves to comprehend the materials. In short, the use of Google Meet and YouTube Channel have become an alternative way to teach English in a pandemic situation. The lecturer should determine the best medium of online teaching, so that the students could understand and comprehend the materials given. For the future study, the researcher can investigate another medium of online learning in any situation.

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