

STUDENTS' PERCEPTION ON GOOGLE MEET VIDEO CONFERENCING PLATFORM DURING ENGLISH SPEAKING CLASS IN PANDEMIC ERA

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Abstract: The aim of the research was to investigate students' perception while teaching learning process in 16 meeting by having google meet video conferencing. Method of the research used qualitative research by focusing at descriptive analysis to explore students' perception in English speaking class as it was followed by 13 English students at the second semester of English study program of STKIP Setia Budhi Rangkasbitung who join speaking lesson. Instruments used were observation, questionnaire, and interview. The results of the research about students' perception emphasized on interaction, teaching learning process, psychological aspects, and speaking skills. The researcher found that interaction showed that there were three patterns of interaction, they were interaction lecturer-students, students-lecturer, and students-students interaction. The three interactions happened well since the number of them was 100% and all students were involved in speaking activity. Teaching learning process was done as usual like in a real classroom such as pre-activity, main activity, and post-activity. In the form of psychological aspects, students were happy, secure, confident, and brave. Data showed 100%, it meant that they did not have any barriers during English speaking class with google meet video conference. Speaking skills in the form of pronunciation, vocabulary, grammar, fluency, and comprehension. Students kept having their right to learn about those aspects supported by the teacher in google meet. When students did some mistakes, lecturer explained directly in general at the end of class and this way was very helpful for students in learning speaking. From these findings, the conclusion was the usage of google meet video conferencing in the speaking class showed positive respond that students' perception on google meet showed mostly perceive the advantages rather than disadvantages of google meet video conferencing provided.

Keywords: *students' perception; google meet video conference; English speaking.*

INTRODUCTION

Due to current covid-19 outbreak, all institutions and business area, and religious institutions do meeting events by using online meeting platform for the sustainable activities. Electronic learning (E-Learning) has been viewed as the most appropriate strategy to deal with the teaching and learning process. Now almost all institutions hop on online meeting due to lockdowns related to coronavirus. In addition to these, all primary, junior, and senior high schools and all universities in Indonesia also use online media to conduct distance teaching process (Dave, 2020).

During pandemic in Indonesia, the E- Learning stages suggested by the government are Rumah Belajar platform created by the Ministry of Education and Culture of Indonesia and SPAD is created by the Ministry of Research, Technology, and Higher Education for HEIs. Rumah Belajar is a

free internet learning platform as an elective learning asset for teachers and students. The Ministry of Education and Culture of Indonesia joined forces with a few web-based learning applications, for example Sekolahmu, MejaKita, Ganeca Digital, Kelas Pintar, Ruang Guru, Quipper School, Cisco Webex, Zenius, and Google Classroom (Octaberlina & Muslimin, 2020). While France-Press stated that some platform options that can be used are Facebook, Google Meet, Zoom, Skype, etc. the using google meet is about six million organizations like manufacturing facilities and Hospitals, banks, and warehouses (France-Press, 2020).

A solution in teaching learning process nowadays is by using online-based platforms that can be undergone smoothly. Virtual meetings through online applications have many benefits, especially on video conferencing that provides the

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learning process practical, safe, efficient (Pratama, Nor, Azman, Kassymova, & Shakizat, 2020). Through video conferencing, students can feel a sense of togetherness and have good interaction to communicate with friends and teacher interactively. Besides, the features online applications make the learning process easier because users can send files during the learning process or use digital whiteboards in online application features. Online learning is an alternative way which can be used as a learning tool during the pandemic.

Some studies recognized the shift towards online learning as vigorous, but this is important for learning process keep going (Bao, 2020; Halim, Hashim, & Yunus, 2020; Hodges, Moore, Lockee, Trust, & Bond, 2020; Zhu, Chen, & Avadhanam, 2020). All universities and colleges use some platform in shifting a group of virtual teaching environment to achieve certain successful results.

When implementing the online learning, most English lecturer were not able to use various media or platforms as well as learning activities in online learning. Lee & Pyun said their digital literacy make could be the cause in that situation (Lee, 2019). The process of teaching and learning tended to be monotonous (Durriyah & Zuhdi, 2018). Thus, it led to the students' boredom. consequently, this situation significantly affected the students' motivation in learning English during the pandemic. Moreover, the decrease of students' EFL learning motivation might lead to the decrease of their achievement owing to monotonous learning and having unable to understand the subject matter well. In several cases that the researcher found in the school, there were only 6 to 7 of 13 students joined the online classroom. The long run of this condition can trigger to students' fear when dealing with English. This condition can't be taken for granted if English teachers put high expectation towards better English mastery for Indonesian learners (Hidayati, 2016).

The study of the use of Google Application for Education and the enhancement of English communication skills among the learners should be run to investigate the students' perceptions, experience, and attitudes towards the effectiveness of the Google apps such as G

Suite (Google Drive, Google Form, Google Docs, Gmail, Google Hangouts, Google Sheets, and Google Calendar) in an online setting. It is believed

that the results of this research will be a good point for English teachers to apply a task-based learning approach along with the use of Web 2.0 tools, particularly G Suite, to serve the needs of the learners in the future online and blended learning contexts (Chiablaem, 2021).

Google Meet is one of video communication service which is very helpful, the interface provided by Google Meet allows users to meet face to face directly and effectively, but it is also very light and fast. Management is not difficult and can be followed by many participants (Singh & Awasthi, 2020). According to Fakhruddin (2019), the use of google meet as the teaching tool which is applied on English classroom of speaking activities was proven to be effective in improving the students' speaking skills. Using google meet video conferencing, students have more opportunities to interact with their friends and can expose and explore verbally their speaking skills (Fakhruddin, 2019).

Some advantages of a google meet are easy to use, interesting display, white board is available there and you are free to write, free of charge, video display in high definition (HD), video encryption, share screen feature and available for 100 or 250 audience (Sawitri, 2020). The easiness given by google meet make instructors easy to use this tool on every occasion whatever the lesson you want to teach to your students and there is no reason anymore that lecturer is difficult to teach online. Face to face online can help lecturer as well to monitor students' behavior during class running.

Students feel satisfied when get interaction in online classes by using a google meet video conference platform, teacher give motivation directly from teacher verbally, they see the teacher from beginning until the end class, students can get direct explanation when students do not understand with the material, adequate facilities, and so on. They have this when they use online learning media via video conferencing (Baber, 2020).

Google meet video conference as one of alternative ways for online interaction as it helps speaking practice for groups of students and facilitates engagement among them to negotiate, interact, and communicate (Vurdien, 2019). Lecturer and students were like in real classroom, they can speak take in turn and practice speaking English together.

Google Meet is a safe platform in operating because Google has claimed that they operate all the products on a safe foundation, and they believe their product data users will keep exist and private. They also provide built-in protection by default that will keep users' meetings safe (John, 2020). Since it has many various advantages as a video conferencing platform, many people in the education and business areas prefer to use Google Meet. Users find it easy to use, so this creates a positive perception of this platform. And every day, Google Meet users are increasing significantly (Purwanto & Tannady, 2020). Practically, the use of google meet video conferencing is very easy to use in a virtual speaking lesson, students practice speaking English with their friends as they practice like in a real classroom because the platform provides them a virtual room to speak face to face virtually.

Blasco and Virto investigated about understanding the use of video conferencing, research revealed between interestingness of content and perceived playfulness that the most significant relationship; playfulness and intention is most significant linkage; and there is no effect between perceived ease of use and usefulness (Blasco & Virto, 2020).

Pyun and Lim conduct the research via desktop videoconferencing on a group of Korean students at a university in the US and their peers at a college in South Korea, they highlighted that video conferencing sessions had contributed to the development of students' listening and speaking skills, apart from broadening their cultural horizons through exposure to the views of the target language speakers (Lim & Pyun, 2016).

Coutinho investigated students in middle East could improve their linguistic skills through performing collaborative tasks with Brazilian students in video conferencing. He found that video conferencing helped students in getting confidence and improved their communicative skills, their knowledge was broader and became more aware of the foreign culture (Coutinho, 2016).

Putra (2021) found on his research where during this online learning many students lost their motivation to learn, as evidenced by most of students being proved by those who were late or reluctant to complete the assignment that the teacher had given. After using Google Meet, their motivation increased by 79.4%. This is evidenced

by the results obtained that students were involved and participated actively. Besides that, they also shared their ideas about the learning material at that time. In addition, their motivation was increased when doing their assignments according to what their teacher intends (Putra, 2021).

Bailey & Lee stated that conversation classes need corrective feedback and some activities were required during the class moreover when it focus pronunciation aspect and writing skill create the teachers' hardship more than other online learning lessons (Bailey & Lee, 2020). Students need more energy in learning speaking. Don't let students less motivation in learning during pandemic Covid-19 because they deserve to have learning either in the classroom or online learning. and google meet video conferencing answer this challenge to support students keep learning speaking lesson.

Many studies showed the difficulty of mastering speaking skills. Speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information. Some of the factors that cause problems in speaking to students, first are poor reading habits, unequal participation and practice of English both inside and outside the classroom, and confusion in the application of grammar rules (Sayuri, 2016). Student interaction plays an important role in the classroom because students can improve their speaking skills in a classroom setting. This analysis also confirms the important concern for the use of student interaction instruction in the development of speaking skills (Saeed, Khaksari, Eng, & Ghani, 2016).

Englishtina et.al investigated on students' participation on speaking online class, there it was founded that students less interest in speaking through online (Englishtina, Al, Dieni, Mahardhika, & Faculty, 2021). Different from Baron that audio visual element in learning gives benefits for mastery of speaking skills. Moreover, nowadays the mobile phone features have been equipped with many applications that can be used to learn English speaking. Zoom and google hangouts meet is a popular video application. The implication of study is to increase teacher's creativity to use the online application (Baron, 2020). Adijaya and Santosa investigated students' perception in online learning about students' interaction and learning environment. The data show that students face some problems to interact

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not only with other students but also with the lecturer. On learning environment less support them in learning teaching process (Adijaya & Santosa, 2018). The creativity and innovative of using application make students interested in learning so lecturer must be clever in digital literacy..

While Purnama investigated about students' respond toward google meet implementation for speaking subject for daily context. She found that all students got high motivation in learning and involved actively during teaching learning (Purnama, 2021). Septantiningtyas, Juhji, Sutarman, Rahman, Sa'adah, & Nawisa (2021) found that Google meet give good influence on students' interest in learning this is because the learners is very easy to implement, time flexible (Septantiningtyas et al., 2021). Nilayon and Brahmakasikara found that the use of video conferencing showed outstanding improvement on lower level participants and most of the participant thought that the way of learning improved their English speaking skills and confidence (Nilayon & Brahmakasikara, 2018).

From those previous studies above, it can be concluded that there were few researches that investigated deeply online English speaking class related to students' perception on google meet video conferencing, here the researcher did research deeply to explore and focus on students' perception on interaction, teaching learning process, psychological aspect, and speaking skills in speaking class in details. The current research aims to provide an understanding of the students' perception of using the Google Meet video conferencing application in English speaking class. This understanding is expected to be a consideration for other lecturers who will use the same feature during the current outbreak. This online application can be a medium which improves students' learning outcomes not only for

speaking class but also for other subjects during this critical period. The use of Google Meet conference must be suit to students' need and students' condition to make the learning become meaningful. The way to teach in google meet platform especially on speaking class must be the same situation like in a real classroom, it means students are asked to speak actively even though in virtual room.

METHOD

This paper is a report of a qualitative research by having descriptive analysis about students' perception when they are learning through google meet video conferencing during speaking lesson. This research is done in a speaking class at the second semester in an English Study Program of STKIP Setia Budhi Rangkasbitung with 13 students. It is arranged to have 16 meeting during even semester 2021. Data is taken through observation, questionnaire, and interview. The questionnaire has four indicators, they are about interaction, teaching learning process, psychological aspects, and speaking skills. Throughout the semester students join google meet video conferencing practice their speaking skills.

RESULTS AND DISCUSSION

Results

Based on the research result conducted for 16 meetings in Speaking class by using google meeting video conference covered interaction, teaching learning process, psychological aspects, speaking skills aspects.

Students' perception in term of interaction

Student interaction plays an important role in the online class so that lecturer must set and use the platform well. The result can be seen at table 1 and diagram 1.

Table 1. *Perception analysis on interaction during speaking class using google meet through interview and observation*

No.	Pattern of Classroom Interaction	Number of Interaction	Percentage
1	Lecturer-Students (LS)	13	100%
2	Students-Lecturer (SL)	13	100%
3	Students-Students (SS)	13	100%

This table above could be drawn into a diagram as followed:

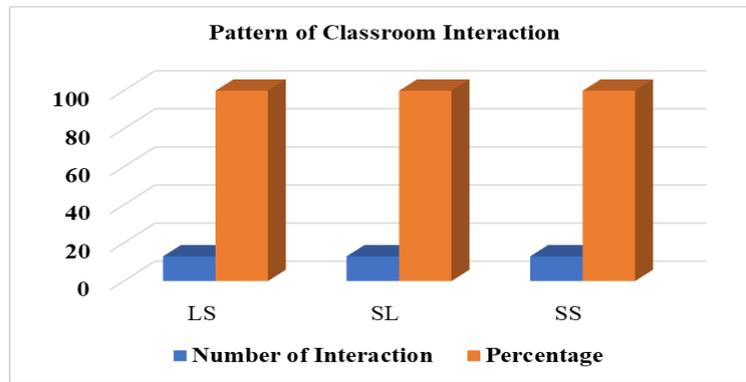


Diagram 1. *Pattern of classroom interaction*

Based on the interview and observation result that all students agreed that using google meet conference in speaking class keep having good interaction on verbal interaction between lecturer – students, students – lecturer, and students – students.

The pattern of classroom interaction in google meet video conference in speaking class were LS was 100 %, SL was 100 %, SS was 100 %. It meant

that the interaction of speaking activity in the google meet video conference was 100 %. The interaction happened very good in the platform because all students were involved well.

Students’ perception in term of teaching learning process

The result of teaching learning process through questionnaire can be seen at table 2 and diagram 2

Table 2. *Perception analysis on teaching learning process during speaking class using google meet through questionnaire*

Teaching learning process		Yes	No
Pre-activities	Share link	√	
	Greeting	√	
	Checking attendance list	√	
	Apperception	√	
Main activities	Question Answer	√	
	Chain of Speaking	√	
	Discussion	√	
	Summarizing the topic learnt	√	
Post-activities	Giving feedback	√	

This table above could be drawn into a diagram as followed:

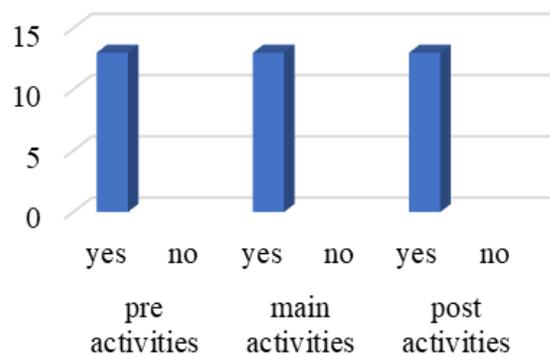


Diagram 2. *Students’ perception on teaching learning process*

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The table and diagram showed students perceive in positive in which lecturer did teaching learning process well by using google meet video conference. Based on the questionnaire got from students, Students put check “yes” for pre-activities, main activities, and postactivities. These meant that the lecturer taught the students used

google meet video conferencing normatively as in the real classroom happened.

Students' perception in term of speaking skills

The result of speaking skills can be seen at table 3 and diagram 3 below

Table 3. Analysis perception on speaking skills

Stud	Speaking Skills									
	P		V		G		F		C	
	Y	N	Y	N	Y	N	Y	N	Y	N
	13	13	13	13	13	13	13	13	13	13

P Stands for Pronunciation, V Stands for Vocabulary, G stands for Grammar, F stands for Fluency, C stands for Comprehension, Y stands for

Yes, and N stands for No.

It can be drawn into diagram below:

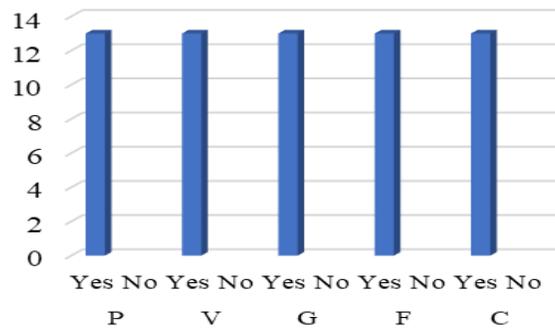


Diagram 3. Speaking skills

From Google Meet video conference, students keep going study about pronunciation, vocabulary, grammar, fluency and comprehension between students and lecturer, and between students and students. These elements must be trained well to students. With this application audio visual help

students train those elements.

Students' perception in term of psychological aspects

The result of psychological aspects can be seen at 4 and diagram 4 below

Table 4. Psychological aspects

Students	Aspects			
	Happy	Secured	Confident	Brave
A-M	Yes	Yes	Yes	Yes

It can be drawn into diagram below:

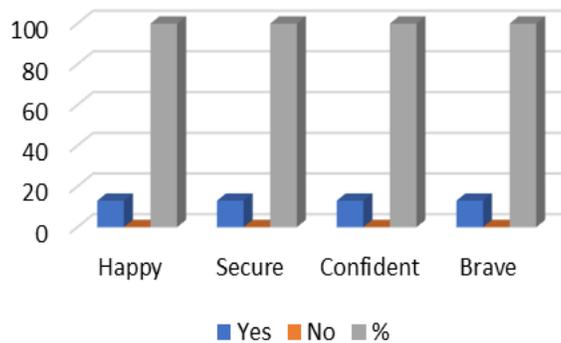


Diagram 4. Psychological aspects

Based on questionnaire given to students that 13 students answer happy when they engaged on google meet or = 100 % because they could see lecturer and friends there. 100% students were secure because they feel secure when they spoke and there were no friends laughed them, 100% students were confident to speak because nobody around them since learning only friends in a camera or virtual, even all students watched but it was different from real classroom. 100% they were brave to speak, they did not feel shy to express ideas and made conversation with lecturer and students. The rules were when lecturer spoke with one student or two students, the other must turn off microphone, in this case when something happen and make students laugh, the sound would not be heard by the other only capture smile and the students were in good feel condition. It can be written in table and drawn below:

All students feel positive feeling in learning by using google meet video conference, it could be seen that all students or 100 % from four aspect

proposed they answered yes.

Discussion

Interaction

Google meet video conference as one of an alternative way for online interaction as it helps speaking practice for groups of students and facilitates engagement among them to negotiate, interact, and communicate (Vurdien, 2019). In this platform the students and lecturer interact verbally, no physical interaction at all.

Lecturer-student interaction is the interaction between the lecturer and students, the lecturer held an important role in this interaction. In this moment, lecturer explained the material to students, when the session was finished the lecturer gave some questions, then students answer the questions to increase students' ability in speaking English. The interaction on google meet occurred when lecturers giving explanation, information, question, clarification, encouraging, and correct mistakes. See figure 1 below.

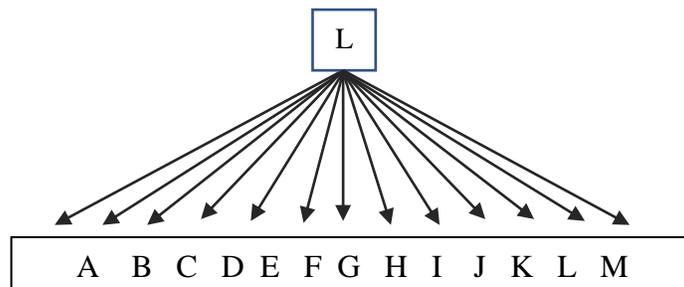


Figure 1. *Pattern of interaction with lecturer -student interaction*

The letters on the pattern were L and A-M. L was for Lecturer and A-M were for students. From the figure above that there were 13 interaction happened during teaching learning process engaged in the google meet video conference.

Students-lecturer interaction is to increase students' speaking skill, lecturer had to give motivation and appreciation to make students

having self-confidence to speak up in English. When the teacher explained about the material and the student do not understand then student asked to the teacher. The interaction happened when students ask questions related to topics, students argue about the topic explained, students expressed their thought, express their feeling. See figure 2 below.

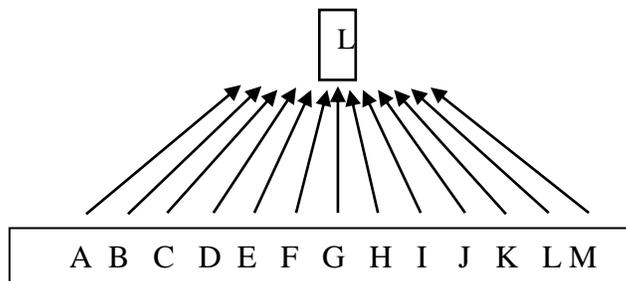


Figure 2. *Pattern of interaction with student- lecturer interaction*

From the figure above that there were 13 interaction happened during teaching learning process engaged in the google meet video conference.

Students-students interaction were more complex when they meet in google meet conference. The meeting would be more crowded since the sound from the microphone crush each other cause the situation on the platform disturbed. Role of lecturer in this moment was instruct students to take in turn when they want to speak with friends or lecturer called two names of students to speak English. Interaction in google meet of course quite different from classroom in

which in the google meet all the students were not allowed to speak on the same time because it would be mass the learning. From the three interaction, lecturer and students must be wise in using the platform, make the platform more powerful in usage so between the party both lecturer and students were wise in taking turn to speak English. In the google meet, students as the role model on interaction and lecturer was as adviser. By working in peers, the students could exchange ideas and correcting each other's mistakes. They had an opportunity to make dialogues and communicate among students. see figure 3 below.

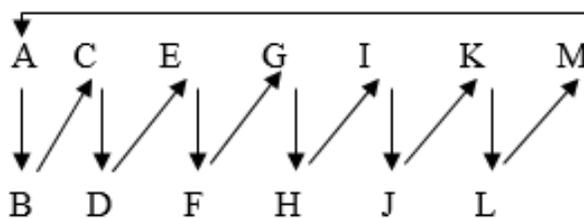


Figure 3. *Pattern of interaction with students-students interaction*

From the figure above that there were 13 interaction happened during teaching learning process engaged in the google meet video conference.

Teaching learning process

In teaching learning process used google mee video conference, it was basically the same as when we taught in real classroom. Start from opening classroom, main activity, and close activity. When the lecturer wanted to start her lesson, she asked students to turn off microphone, and let lecturer speak by herself and they listen and watched. Then She asked students to turn on camera to make sure that they were there. The lecture also must set the sound volume, speed, of speaking, her camera, of course her style performance must be formal. Then She opened the class by greeting, gave motivation to students, and checked students' attendance list by calling students' name one by one. From opening, she went to main activity that was explaining the material, she must give clear explanation to help students understand well. When the students did not understand, the lecturer could open the session question answer. In this session, lecturer gave kind of exercise of speaking English by asking students to make conversation related to topics which is the content were free based on their

thinking. When this session finished, the lecturer concluded the lesson and asked for more weather students truly understood or not and give the feedback. If there were students who did not understand, they could ask the material then the lecturer would explain again and the class closed when all students stated understood.

This condition above had brought students in good condition online class, because speaking class need much practice in verbal so that google meeting support well without losing the essence of learning speaking. They practice during the class with lecturer and friends.

Speaking skills

Students joint for speaking class by applying google meet video conference. Some aspects related to speaking skills were pronunciation, vocabulary, grammar, fluency, and comprehension. The lecturer kept paying attention to speaking skills aspects as one of ways to help them getting better in speaking. When the students made kind mistakes during learning, the lecturer evaluated them by not pointing to students who made the mistakes. It was done in general evaluation and students improved their weakness from lecturer's evaluation. From here, students realized that google meet video conferencing provided them well in learning

speaking English in which the lecturer always help students to improve their speaking skills by speaking directly on the platform.

Psychological aspects

Starting point if you want to teach your students is making sure that your students' psychology is safe from feeling bad. When they have a good mood, they will follow your class enthusiastic and ready to join the class whenever and wherever even offline or online class. In this research, students' psychology was fine, they did not have any burden even the class was online. Feeling happy make students focus following speaking class and they were not awkward when lecturer asked them to practice. Feeling secure make them not afraid to make mistakes when they spoke up, the lecturer never underestimated at all. Feeling confident make students feel free practice speaking and feeling brave make students practice speaking among friends well.

From result and discussion above, we could see that when students gave positive perception on the usage of platform, it could be said that the lecturer had an intelligence in digital literacy well and vice versa. (Lim and Pyun, 2016) stated that lecturer must have good digital literacy to do online learning using certain application moreover the application by using video conference in this case was google meet, it must be packaged with interesting learning. Moreover, Durriyah and Zuhdi stated that process of teaching and learning which was monotonous caused unsuccessful in online teaching and make students bored (Durriyah & Zuhdi, 2018).

Google meet video conferencing has a special feature for the lecturer who run the platform well make students feel good, safe and this application is very efficient and easy to use in my research. As Pratama et.al stated that teaching through virtual meetings have many benefits for both party lecturer and students, especially on video conferencing which provides the learning process efficient, practical, and safe (Pratama et al., 2020).

CONCLUSION

Google meet video conference was a tool to teach students during pandemic in an English speaking class. This platform was used to provide students felt like in the real classroom which is lecture and students can meet face to face even the fact was in

virtual world but this tool help much to students in interaction, teaching learning process, psychological aspect, speaking skills. Students did interaction in three ways, they were lecturer-students interaction, students- lecture interaction, and students-students interaction. In teaching learning process, it was the same treatment as teaching in a real classroom such as opening activity, main activity, and closing activity. In psychological aspect, all students were happy, secure, confident, and brave to speak in front of camera facing their friends as like in a real class. And in speaking skills, lecturer helped them directly after the class finished by making evaluation about teaching learning process, make sure weather students truly understand or not and correct their pronunciation, vocabulary, grammar, fluency, and comprehension in general.

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