TEACHER BARRIERS IN UTILIZING GOOGLE MEET IN SPEAKING CLASS

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Abstract: E-learning developments are almost relevant with the use of current famous learning technology like Google Meet which can be recommended to build communication between teachers and students. This research was carried out to find out how the teacher utilizes Google Meet and reveals the teacher's barriers to practicing Google Meet in speaking class. This research adopted a qualitative case study and with online classroom observation and semi-structured interviews as the instruments of the study. Research participants embraced in this research were an English teacher and fifteen students of class 1B in the first semester of an English education department at a University in Ciamis. In processing the data of online classroom observation, the researcher classified and interpreted the classroom observation data. Then, the interview data were transcribed, translated it into English, analyzed, interpreted, and concluded. The findings showed that there were three key elements of the present research. First, Google Meet is beneficial in online learning. Second, Google Meet provided several advanced features that were simple to use. Third, the teacher had some troubles in using Google Meet including bad internet connection, student' gadget error, and students' distracted in learning.

Keywords: *teacher barriers; Google Meet; speaking class*

INTRODUCTION

The educational system is significantly impacted by the change from offline learning instruction to online learning instruction which has several consequences. Moving from an indoor to an outdoor language school presents a lot of problems and difficulties, especially for teachers (Satar & Akcan, 2018). In online teaching, the teacher must be more creative to build the students to be more motivated during learning. According to Gjelaj et al. (2020), in contrast to traditional classrooms, online learning presents a unique challenge for teachers, who must act as creators, presenters, and guides for their students. Teachers and students must adjust to various changes during teaching and learning, such as the use of technology, the making of online materials, and the online assessment of students' work (Lai et al., 2015). E-learning developments are related to

the utilization of current famous learning technology like Google Meet, Google Classroom, WhatsApp, Zoom, Skype, and others. The term "face to screen" means scenarios in which learning can be carried out using video conferencing, face-to-face but not conventional.

One of the multimedia programs used to do video conferencing is Google Meet which turns out to be a way for teaching speaking during online learning due to its an easy use. It is greatly useful to improve communication between teachers and students. The oral communication, speaking is the most crucial ability to establish learning English. Speaking is a very important language skill since it demonstrates how well people understand each other (Shteiwi & Hamuda, 2016). Fakhruddin (2018) says that using Google Meet as a teaching tool for classroom speaking exercises enhance students' speaking skills. Google Meet is a secure application because it has been claimed that all of its products are built and operated on a secure foundation (St John, 2020). In addition, Google Meet is a very user-friendly internet tool (Taylor, 2024). As a result, they believe their product users' data will exist and remain secret.

Google Meet solution includes built-in safety that keeps users' meetings safe by default. Furthermore, this application includes numerous capabilities that can aid in the deployment of e-learning. However, the challenge of online teaching and learning often deals with students requirement of a strong signal to discuss subjects through video conferences. This approach has some disadvantages in the teaching and learning activity, including students who do not have good access to the internet will be discouraged by this situation. There is, somehow, a student who cannot access the online classroom via video conference due to poor signal and the discussion needs more internet data (Nikmah & Azimah, 2020).

This research is in line with the research conducted by Nugroho et al. (2021), Nehe (2021), Harina (2020) about teachers' challenges and insight into online teaching. The results revealed that online teaching can help English teachers, students, and school administrators to improve the efficiency of online teaching and learning class, especially during the global pandemic. In addition, the result conducted by Nehe (2021) showed that students' perceptions of Google Meet video conferencing focused on class interaction, teaching and learning processes, psychological factors, and speaking competency. Besides, the finding of research conducted by Harina (2020) showed that every single barrier to speaking English fluently is the most common thing that students encounter, followed by barriers of language, environmental, and interpersonal. Also, the related study carried out by Nugroho et al. (2021) was only about teachers' challenges and insights into online learning generally. In contrary, study on students' perceptions of Google Meet video conferencing was conducted by Nehe (2021). Then, students' barriers to speaking English fluently focus on speaking through offline learning was carried out by Harina (2020).

To complete the gap, the current research finds out teachers' barriers in an online speaking class by utilizing Google Meet. The researcher thought that the teacher faces challenges by such a bad students' condition such as less confident, less motivation, being afraid of practicing English, having a poor internet connection, students' gadget got dysfunctional, and the students' low motivation in online learning processes. It is important for the teachers to understand their barriers in an online class as well as the way to overcome the barriers and improve the online teaching-learning activity. For that reason, the researcher is motivated in doing the research entitled "Teacher Barriers in Utilizing Google Meet in Speaking Class" focusing on two research questions, namely (1) How does the teacher utilize Google Meet in speaking class? (2) What are the teacher's barriers to utilizing Google Meet in speaking class?

METHOD

This research was organized using a qualitative paradigm which is defined as observing a problem for a better knowledge of a phenomenon (Creswell, 2018). The type of qualitative case study is employed to support the analysis of a phenomenon within a particular context using some data by means of various aspects to explore numerous features of the phenomenon (Baxter & Jack, 2008, p. 544). This research deals with the investigation of the teacher's ways to run Google Meet

and the teacher barriers to running Google Meet in speaking classes.

This study used the purposive sampling technique which is different from convenience sampling which does not simply study those who are available but rather uses the judgment to choose a sample that provides the necessary data (Mujere, 2016). Thus, the information from the participant will be ended if the researcher thinks that the information was enough. An English teacher and fifteen speaking students of class B in the first semester of the English education department at a University in Ciamis were the research participant. The researcher selected the participants because they are what this research needs and with the help of the English teacher who recommended the selection of students.

The research instruments consist of observation and interviews. The first instrument was an observation that the writer carried out to observe the teacher's ways of using Google Meet in speaking class. Observation is the process of collecting open-ended, first-hand information by observing people and places at a research site (Creswell, 2018). During online observation, the researcher used a screen record during classroom activities. Besides, the writer used an observation checklist to get the data, which consists of activities from the beginning of learning to the end of learning. The researcher also collected and observed the way the teacher utilizes Google Meet in speaking class. At last, the researcher continued observing the online teaching and learning process to get some information conducted by the teacher to answer the first research question. In collecting data through observation, the researcher conducted non-participant observers based on the observation checklist.

The second instrument was an interview carried out by the researcher. In this research, the semi-structured interview was adopted to investigate the teacher's barriers in utilizing Google Meet in speaking class. The researcher got more opportunities to be perceived from the semi-structured interview as a participant in the process, generating knowledge (Kvale & Brinkmann, 2009). The researcher used open-ended questions, as many as five questions, to get information from the teacher related to the teacher's barriers in utilizing Google Meet in speaking class based on the interview questions listed. The interview was done to find out the answer to the following questions: (1) How do you teach your students during online learning? (2) What is your perception of Google Meet? (3) How do you apply Google Meet in speaking class? (4) What are the barriers to utilizing Google Meet in speaking class? (5) How do you deal with the barriers in utilizing Google Meet in speaking class?

RESULT AND DISCUSSIONS

The researcher classified this research finding into two main aspects. First, the finding from the first research question which deals with the teacher's ways of utilizing google meet in speaking class. The second research question focusing on the teacher's barriers to utilizing Google Meet in speaking class. Those results of research questions will be elaborated in the following discussion:

The Teacher's Ways of Utilizing Google Meet in Speaking Class

This part presents the result of the first research question. Data from classroom observation are classified into three classifications based on the teaching and learning process. The classifications are pre-activity, core activity, and post-activity. The analyses of the transcriptions of classroom observation data was used to find out the answer to the first research question. In the transcriptions, there are two codes. "T" is the teacher and "S" is the student. The teacher greeted the students and asked about the student's conditions. Then the teacher opened the camera and had a microphone to speak. Thus, the students could see and listen to the teacher's explanation.

The teacher opened the core activities by introducing storytelling. Then, the teacher showed a PowerPoint on the Google Meet share screen to explain the material and asked for some questions concerning the material. The teacher corrected the student's mistake in answering questions.

Afterward, the students had to present the story one by one. When the student presented, the

student got a bad internet connection. Therefore, the student's voice was unclear. But later, the internet got in the stable. In the last stage or post activities, the teacher engaged the students to provide feedback related to the materials by conducting question and answer sessions. Finally, the teacher closed the lesson.

From the observation result, it can be concluded that the teacher utilized some features of Google Meet for teaching speaking, such as the teacher used a microphone for speaking, opening the camera for looking at expressions and gestures, and the screenshot for taking students' attendance and the share screen for sharing a document to present the material.

The Teacher's Barriers to Utilizing Google Meet in Speaking Class

This parts is from the data analysis which was obtained from the five questions of the interview. Based on the first question about teaching students during online learning, the teacher said that she used two ways in the online teaching-learning process. They are synchronous and asynchronous. Firstly, the teacher used Google Classroom. In Google Classroom, the teacher could communicate with the students, although only some people got involved. Secondly, she used Google Meet. In Google Meet, the teacher and the students could be face to face through video where students made conversations and the teacher could review students' progress directly.

The second question asked by the researcher was about the teacher's perception of utilizing Google Meet. The teacher stated that the teacher liked using Google Meet because it helped the process of online learning. In Google Meet, the participants could communicate directly, see their expressions, and listen to their voices. In speaking classes, this online learning platform is required because the teacher could see students' skills directly.

The third question was about how the teacher applied Google Meet in speaking class. The teacher explained in speaking class that a topic related to the lesson plan was given. The teacher also explained students were ordered to practice some related-to-the-topic materials and some examples. Some students' responses came up and conversation related to the topic emerged. The teacher corrected students' mistakes directly when students' mistakes were found. The teacher then evaluated the students starting with their abilities and students' will to practice.

The fourth question is about the barriers to utilizing Google Meet in speaking class. The teacher explained that there are some barriers that the teacher encountered. The first is a poor internet connection which is simply a technical problem. Some students could not attend the class or suddenly left the class due to poor signal. Thus, online learning needs a good internet connection. Another problem is the students' gadget problem. The third is less student motivation. Most students did not turn their cameras on and did not respond to the teacher.

The fifth question was about the solution to the barriers to utilizing Google Meet in speaking class. The teacher explained that students received the motivation and order to open their cameras. If the students were reluctant to practice in Google Meet, the teacher ordered the students to record their conversation, then the students had to submit their recordings to Google Classroom.

Based on the interview result, it can be concluded that the teacher applied Google Meet for synchronous learning. Google Meet assisted the teacher in online learning. The use of Google Meet can be online face-to-face learning activity. The teacher taught based on the lesson plan, gave examples, and ordered the students to practice dealing with the topic. The teacher also assessed the students' skills. Besides, the teacher had some barriers in utilizing Google Meet including students' poor internet connection, students' gadget problems, and students' less motivation in learning. Regarding the barriers, the teacher provided motivation to the students and if the students were reluctant to practice in Google Meet, the teacher then used to Google Classroom.

DISCUSSIONS

There are two main research findings of the preset study based on the research questions concerning the way the teacher utilizes Google Meet in speaking class and how the teacher figures

out utilizing Google Meet in speaking class. The result of the first research question showed that the teacher utilized some features of Google Meet during the teaching-learning process. It is supported by Sawitri (2020), who said that Google Meet has both benefits. The benefits of Google Meet include a whiteboard feature that portrayed pictures or numbers, a free downloadable application from the Google Play Store or the Apple App Store, an HD (High Definition) display with the existing resolution on the smartphone, and a video encryption data service for data security and privacy. The features used by the teacher include the microphone for speaking, the camera for looking at expressions and gestures, the screenshot for taking students' attendance, and the share screen for sharing a document to present the material. The utilization of those features by the teacher had a positive effect on teaching speaking. It is supported by Çakici (2016) who stated the positive effects of ICT on English teaching, including materials available such as graphics, animation, music, and video to support the presentation and practice of a language, as well as teacher support and student-centered learning.

The result of the second research question is about the teacher barriers to utilizing Google Meet. The teacher liked Google Meet because it helped the teacher with online learning. In speaking classes, this online learning platform is required because the teacher could see students' skills directly. It is supported by Taylor (2024), who said that Google Meet is a very user-friendly internet tool. However, the teacher's barriers to utilizing Google Meet include the following poor internet connection, student gadget problems, and less student motivation. Most students could not attend the class or suddenly left the class due to poor internet connection and the gadget problem. This finding is similar to the previous study carried out by Souheyla (2022) which found that teachers' challenges in using Google Meet are improving students' motivation and assuring the quality of the internet. It is also supported by Sawitri (2020) who said that the disadvantages of Google Meet include the lack of a data saving feature, which necessitates the use of a data quota, then Google Meet needs a good and steady internet connection to function properly. Furthermore, most of the students did not open their cameras and did not respond to the teacher because they lacked the motivation to learn.

There is a contradiction between to the present study and previous studies. Although some previous studies had discussed the use of Google Meet. However, the analysis was done with different purposes in recognizing the data from previous studies. The first one conducted by Nugroho et al. (2021) investigated teachers' challenges and insights into online teaching. This previous study was the same as the present study which observed teacher barriers in online teaching. However, it had differences between the present study and the previous study. The previous study observed general barriers in online teaching while the present study observed the barrier in the utilization of Google Meet. The previous study contributed to providing useful advice for English teachers, students, and school authorities to build the efficacy of online teaching and learning activities, generally during the global pandemic. It was not the same as the result of the present study in term of a poor internet connection, student's gadget problem and lack of students' motivation became the teacher's barrier in teaching.

The second previous study was conducted by Souheyla (2022) investigating teachers' challenges in using Google Meet. The similarity between the previous study and the present study was in term of the use of Google Meet. However, the previous study observed the use of Google Meet generally while the present study observed the utilization of Google Meet in speaking classes as the gap of the present study. The previous study resulted in the development of digital teachers and students' competence, enhancing students' motivation, and assuring the quality of internet facilities.While the result of the present study that bad internet connection, the error of student's gadgets, and lack of students' motivation became the teacher's barrier in teaching.

The third previous study was carried out by Nehe (2021) who found out students' perception of Google Meet. The results of the previous study revealed that students' perceptions focused on interaction, the teaching-learning process, psychological aspects, and speaking skills. The results of the present study show that bad internet connection, the error of the student's gadget, and lack

of student's motivation became the teacher's barrier to teaching. The previous study and the present study were similar in terms of the use of Google Meet. However, the previous study observed students' perception of Google Meet while the present study observed teacher barriers in utilizing Google Meet in speaking class which were different.

The fourth previous study was conducted by Harina (2020) who investigated students' barriers to speaking English. The similarity between the previous study and the present study was about barriers to speaking. The difference was between students' barriers in the previous study and teacher barriers in the present study. The result of the previous study is that individual barriers are the main barriers faced by the students, language barrier, environmental also interpersonal barriers are followed. While the result of the present study observed teacher barriers in utilizing Google Meet in speaking classes.

The fifth previous study was conducted by (Nina, 2020) investigated the students' barriers in speaking class. The similarity is about barriers in speaking. The difference is between students' barriers in the previous study and teacher barriers in the present study. The result of the previous study is in that the barriers possessed by students are some factors that make them lazy to learn English speaking skills. While the present study observed teacher barriers in utilizing Google Meet in speaking classes.

CONCLUSION

This research emphasized how the teacher utilize Google Meet in speaking class and what barriers the teacher faced in using Google Meet. The findings of this research showed that Google Meet assisted online learning and Google Meet also gave several developed features that were easy to be applied. Besides, the teacher found some barriers to practicing Google Meet in speaking class. Some of them were students' poor internet connection, students' gadgets getting dysfunctional, and students' less motivation. Thus, in speaking class, the teacher could not manage Google Meet effectively.

The findings of the data analysis resulted in the following recommendations for the students. First, the students must check their network whether or not it is reliable; and they have access to a mobile phone or laptop before engaging in a virtual learning activity. Second, the lecturer is required to optimize students' attention throughout the learning process, and to achieve the students' understanding objectives, the lecturer must use Google Meet to maximize the learning process and be more engaging and innovative in their instruction. Thus it is recommended for the future researcher to conduct the study on the effectiveness of Google Meet comparing to other apps by referring to the present study as a benchmark.

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