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ENGAGING STUDENTS SPEAKING SKILL USING GOOGLE MEET PLATFORM: STUDENTS PERCEPTION

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Abstract: This study was conducted to find out students perception of engaging speaking skill using Google Meet platform and to find out the students perceptions of speaking skill using Google Meet platform. This study used a qualitative case study, and the data were taken through online classroom observation and close-ended questionnaire. Twenty four speaking students in the first semester of the English education department in one private university in Ciamis were involved in this study. In analyzing the data of observation, the researcher classified, interpreted and commented the results of observation from google meet application. The data from the students' questionnaire item were analyzed by using percentage compilation. Based on the finding, there are three key points of the present research. First, Google Meet online was conducted in one private university in Ciamis to improve students' engagement speaking skill. Second, the students were generally perceives google meet as an application that enables them to learn English optimally, with enjoyed, relax, and enthusiasm. Third, google meet application gave students more opportunity to practice English rather than regular classroom

Keywords: Speaking, Google Meet, Online Class

INTRODUCTION

During the Covid-19 pandemic, the teaching and learning process must be carried out online or e-learning. This, of course, requires educators to be able to create or take advantage of various online applications for the learning process so that the learning objectives can be achieved precisely (Wang, Ahn, Kim, & Lin-Siegler, 2017). When it comes to speaking class, students must do in a conversation, especially in a pronunciation of vocabulary and grammar that owned

by students as well should also be further improves (Moran, 2008), and teacher should make an interactive speaking activity.

Currently, many applications can be accessed free of charge to support the good learning process, and can be used to learn speaking English such as zoom, google meet, and so on. Furthermore, Google Meet (Hangouts Meet / Meet) is an application or software that can be used to remain productive at work even if you do it from home. The number of daily users of the Moogle Meet app increased by 25 times in the period between Januarys to March 2020.

Many studies show the difficulty of mastering English speaking skills. In fact, speaking English is not easy. 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, are poor reading habits, unequal participation and practice of English both inside and outside the classroom, and confusion in the application of grammar rules (Sherine, Seshagiri, & Sastry, 2020). Student interaction plays an important role in the classroom because students are able to 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 (Wang et al., 2017).

There are previous studies conducted by Zaenal (2020), Juniartini (2020), and Dewi, Tuisda, and Putra (2021). The first is focus on the use of Google Meet to Work From Home in the Era of the 2019 Corona virus Disease (Covid-19) Pandemic (Zenal, 2020). Accordingly, the result shows that Google Meet (Hangouts Meet /Meet) is an application or software that can be used to remain productive at work even if users do it from home. In addition, Juniartini (2020) states that Google Meet allows users to hold meetings on the go, conduct virtual teaching and learning activities and training classes, remote interviews, and much more. Furthermore, a study from Dewi, Tuisda, and Putra (2021) show that Google Meet Application can make the teaching-learning process easier for teachers and students.

Based on the result of the previous studies, we realizes that Google Meet is one of the best solutions in meeting the needs of learning to speak English in the Covid-19 pandemic situation. However the previous studies didn't show the students perception of engaging speaking skill using Google Meet platform and how the students perceive speaking skill using Google Meet platform. Therefore, this study is intended to fill the gap by researching the topic of "Engaging students speaking skill using google meet platform: Students perception".

METHOD

This study was conducted using a qualitative case study because it can offer insights into the question of "why" people engage in particular actions or behaviors (Meagen, 2016). In addition, Hagan-Burke (2018) states that case study allows the researcher to focus on single phenomenon, small participant and using more than one data collecting technique/instruments. The participants of this study was twenty four speaking students in the first semester of the English Education Department in one private university in Ciamis. In selecting the sample, the researcher used purposive sampling because it gives further understanding of the topic. The researcher used two techniques to collect the data. Those techniques are non-participant observation and semi-structured questionnaire. In analyzing the data of observation, the researcher classified, interpreted and commented the results of observation from google meet application. The data from the students' questionnaire item were analyzed by using percentage compilation.

FINDINGS AND DISCUSSION

As previously mentioned, the present study purposes to answer two research questions. The first is "How Do the Students Engage in Speaking Skill by Using Google Meet Platform". The second is "What are students' perception of engaging speaking skill using Google Meet platform". The result of the study will be elaborated in the following parts:

How Do the Students Engage in Speaking Skill by Using Google Meet Platform?

The observation was conducted in two sessions on May 31st, and June 7th 2021, during 120 minutes. The participants of the study consisted of twenty four students in the first semester of the English Education department in one private University in Ciamis. In the first observation, there were twenty students attended in the Google Meet classroom. Four students were on leave; they were absent on that day. The Google Meet application used along the week was comfortable and supported the research activities.

For the first time, the lecturer greeted the students as the lecturer usually did in the early stage of the activity. Then, she informed the students that she was going to the new chapter by the title is "Commentator". It was the first material for observation in this period. The lecturer motivated the students to have a self confident when this agenda in progress. Even though they felt sleepy, the students had to keep their spirit doing that agenda.

In this time the lecturer also gave the materials. First, the lecturer explained the significance of the material and what they would gain from the class. When the lecturer asked the learners, who want to perform first, so many of them coming forward. The lecturer wanted to see the performance when the students coming forward in front of. Learners' confidence and excitement made the class seem more alive. When the lecturer asked the learner to provide feedback on the performance of a classmate, the learner did their best to provide honest and constructive feedback while being mindful not to harm others with their words. The lecturer kept saying "Thank You" to those who gave feedback to their peers and "Good" to everyone else. If they made a mistake in their spoken English, the lecturer corrected them, and then they laughed together, in a good way, of course. The tense of this class was very bright and fun. The lecturer gave so many compliments to the learners and encouraged them until the last minute of the class. This finding is consistent with Reyes, Brackett, Rivers, White & Salovey (2020) study, which found that lecturers' emotional support had the strongest link to student involvement. In the second observation, there are twenty four students. The lecturer began the lesson by greeting the students and asked if they were ready

to participate in role-playing activities in the speaking class. The learners, according to the study, responded to the lecturer's questions as quickly as possible, but when the lecturer asked who wants to perform first, they became extremely quiet. The lecturer then encouraged the students to gain confidence and explained that because they were not native speakers. It is normal if their pronunciation is not perfect. As the instructor encouraged the students to come up one by one, they do so. After the students answered her question or performed, the lecturer repeatedly said "Very Good" and "Good Job." The instructor then requested the students to provide feedback on their classmates' performances, but only one student did so, and the rest of the class became silent once more. The voices of the students were not heard as much as the lecturer's. The lecturer made every effort to get the students to participate and interact in class. Learners' triumphs were recognized in this class, and when the lecturer saw the students' mistakes, he or she was chastised.

Based on the finding, using Google Meet platform has engaged students in speaking skill because it gave student more opportunity to practice English rather than in the online class. As a result, they automatically can improve their ability to speak English meaning that students were given the opportunity to speak English.

What are students' perception of engaging speaking skill using Google Meet platform?

The questionnaire was conducted to answer the research question number (2) how do the students perceive the engagement of speaking skill using Google Meet platform. Focusing on the research questions, the researcher collected the data using a brief rating scales questionnaire (Strongly agree, Neutral, Disagree, or Strongly Disagree) to ask some questions related with students perceive the engagement of speaking skill using Google Meet platform. The questionnaires consisted of 10 closed ended questions as be seen in Table 1.

Table 1. The statement of questionnaires

No.	Statement	SA	A	N	D	SD	SUM
1	I have more opportunities to speak English using platform google meet	11 (45.8%)	8 (33.3%)	2 (8.3%)	2 (8.3 %)	1 (4.1%)	100%
2	I feel confident to speak English using platform google mee	2 (8.3%)	12 (50%)	5 (20.8%)	5 (20.8%)	0	100%
3	I feel relaxed when speaking English on google meet during the class	5 (20.8%)	5 (20.8%)	8 (33.3%)	3 (12.5%)	3 (12.5%)	100%
4	I feel motivated to speak English on google meet during the class	5 (20.8%)	9 (37.5%)	3 (12.5%)	3 (12.5%)	4 (16.6%)	100%
5	I feel worried about making mistakes when speaking English on google meet during the class	9 (37.5%)	6 (25%)	5 (20.8%)	4 (16.6%)	0	100%
6	I am worried about what opinion my lecturer might have of me when I speak English on google meet during the class	10 (41.4%)	7 (29.1%)	3 (12.5%)	2 (8.3%)	2 (8,3%)	100%
7	Google meet provides a natural environment in which to speak English with other students	5 (20.8%)	10 (41.6%)	4 (16.6%)	5 (20.8%)	0	100%

8	The main courses of google meet online help me develop my confidence to speak English	8 (33.3%)	9 (37.5%)	2 (8.3%)	2 (8.3%)	3 (12.5%)	100%
9	Google meet online has helped me to practice speaking English without the help of a teacher	10 (41.6%)	4 (16.6%)	5 (20.8%)	3 (12.5%)	2 (8.3%)	100%
10	Using google meet enable me to learn English optimally	4 (16.6%)	12 (50%)	4 (16.6%)	2 (8.3%)	2 (8.3%)	100%

(Adapted and modified from Farmer & Sweeney, 1994)

Notes:

Q1-Q10 : Question Number 1-10

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

Referring to the statement of questionnaires number 1 (Students' Opportunity for Practicing Speaking and students' feeling in joining in Google Meet application), almost of the students had opportunity to practice speaking skill google meet platform. In addition, Google meet online has helped students to practice speaking English without the help of a teacher and they were more confident to speak (statement of questionnaires number 8 and 9). Although students felt enjoyable,

relax and confident to speak English, they were still worried to what other students' opinion and for making mistake.

In summary, students perception of engaging students speaking skill using google meet platform: is positive and beneficial. The result of this research is relevant with some previous studies that had analysed engagement in students speaking skill by using Google Meet (Juniartini, 2020; and Dewi et al., 2021).

CONCLUSIONS

From the research findings, the researcher concluded that there are three key points of the present research. First, Google Meet online implemented in one private university in Ciamis showed the positive effect in improving students speaking skill. Second, the students were generally perceives that Google Meet application enables students to learn English optimally, with joy, relax, and enthusiasm. Third, google meet application gave students more opportunity to practice English rather than regular classroom.

For the lecturer, the researcher hopes that the findings of this study would be beneficial. The lecturers can begin to improve the technique in teaching-learning activities by understanding the learners' perspective on this topic. Providing assistance, comments, and encouragement to students, as well as demonstrating that lecturers care about and respect them, for the instructors, the researcher hopes that the findings of this study would be beneficial.

For the leaners, it is suggested to be more aware of the importance and benefits of engaging students' speaking skill using Google Meet platform. Being supportive of other students and assist one another is also encouraged. To lower their fear and increase their teaching-learning outcomes, learners must take the initiative to interact with the instructor, subject, and peers.

For future researchers, the researcher hoped that this research can be used as providing meaningful data that can lead to further development in engaging students' speaking skill using Google Meet platform. It would be usefull to extend the current findings by examining how much

students' speaking skills are through the Google Meet platform and looking for the best solution. The more we explore the better solutions the more we can get to improve students' speaking skills, and the more accustomed to learning English speaking in an online environment.

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