

USING GOOGLE MEET IN LEARNING ENGLISH SPEAKING

THESIS

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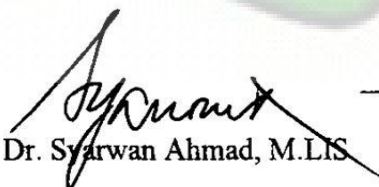
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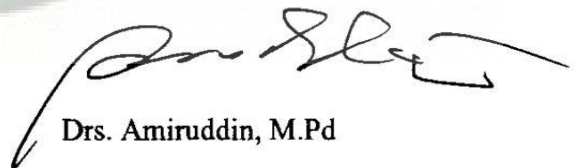
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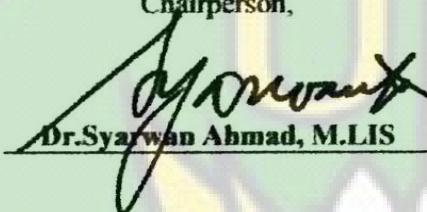
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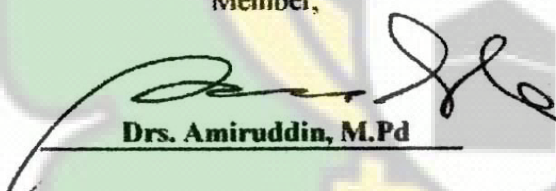
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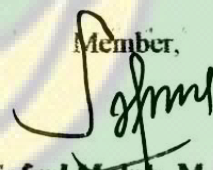
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Using Google Meet in Learning English Speaking

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 27 Juli 2021

Saya yang membuat surat pernyataan,



Mona Lisa

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Banda Aceh, July 27Th 2021
The Writer,

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ABSTRACT

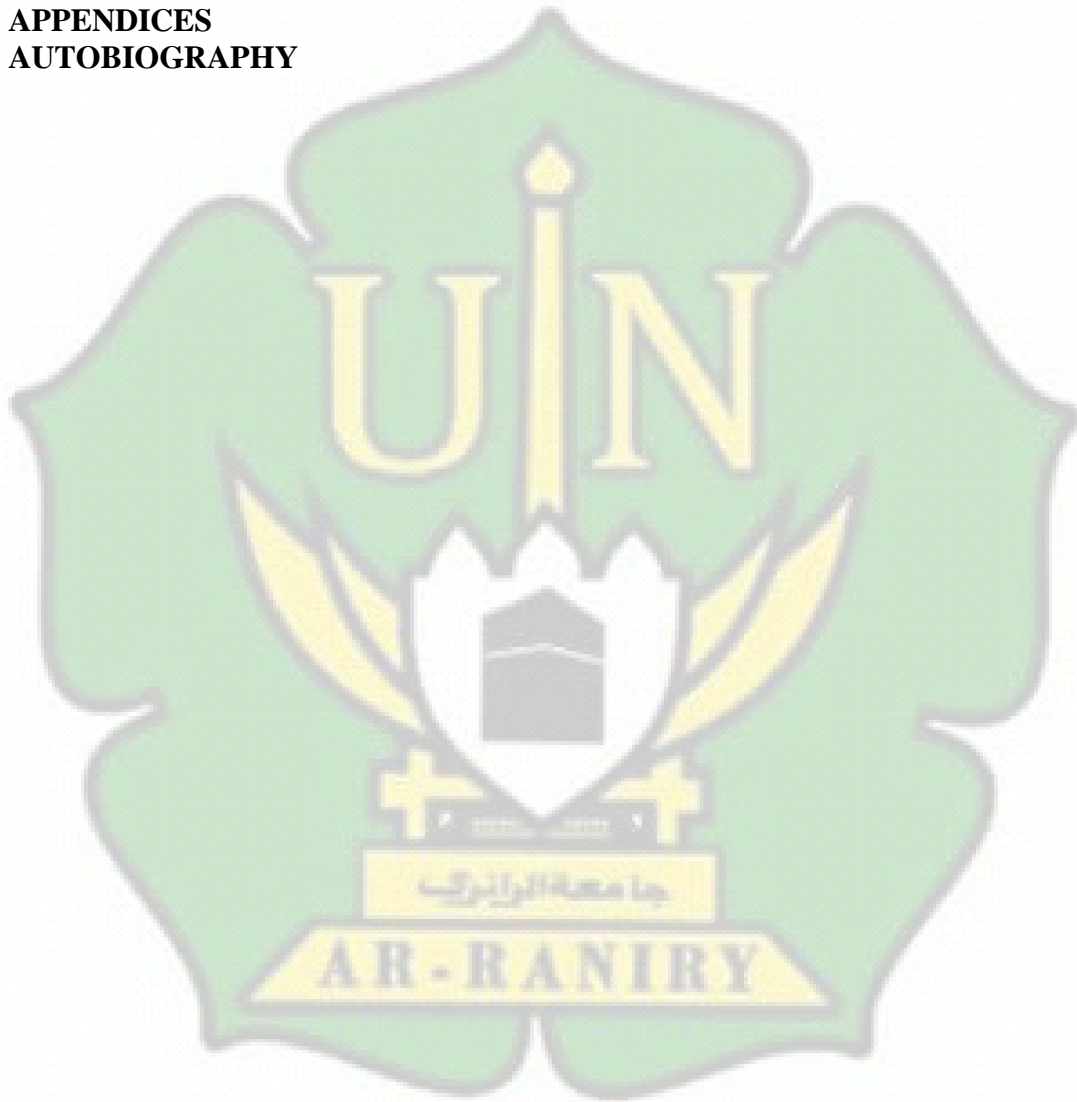
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This study investigated the use of Google Meet in learning English speaking. Two research questions were formulated to find out the effectiveness of improving Speaking Skills of English Education Department at UIN Ar-Raniry are using Google Meet and the challenges they encounter. To achieve the goal, a qualitative approach design was used in this study. The research data was collected through the interview on 8 students of semester four who register Speaking Class of Department of English Education in UIN Ar-Raniry. The content of the interview is recorded using a Smartphone to gain results in an authentic outcome. The result of the data shows two conclusions; first, all participants argued that face-to-face learning is more effective than virtual learning in learning speaking class. Second, the results of the study indicated that the challenges faced by students are; (1) Bad connection; (2) Less reactions, expressions, or eye contact when speaking; (3) Limited time; and (4) Some of the materials provided by the lecturers are not easy to understand, and the strategies used are not very effective.

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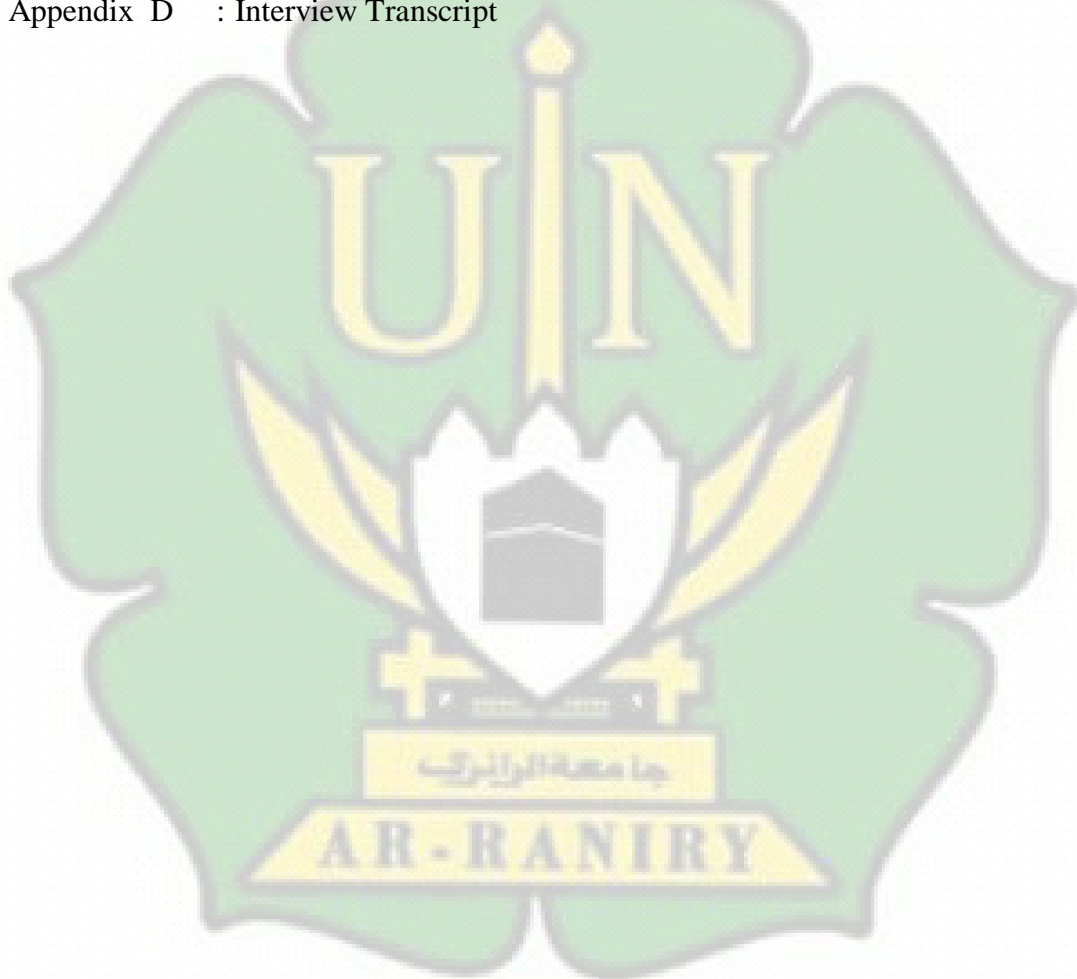
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CHAPTER I

INTRODUCTION

A. Background of study

Learning English involves the four language skills; listening, speaking, reading and writing. The EFL teacher should develop these four skills in order the students could use the skills to communicate or express their thoughts, feelings and opinion in English.

Speaking is one of the English language skills and is considered difficult for EFL learners to master. In this regard, Richards and Renandya (2002) in Amiruddin (2019, p.1) argue that adult EFL learners always find difficult to speak English fluently and accurately.

In this regard, EFL teachers can apply various methods and approaches in teaching English speaking, one of which is technology. This technology is a type of software, often called a platform, such as a smartphone or computer application. According to Yulan et al (2011), the use of learning media based on information and communication technology for learning English is a learning innovation that helps teachers and students optimize their learning process. Therefore, many educational institutions use online-based learning media as a learning method to support learning and these learning activities.

Online learning is the result of a learning delivered electronically using computers and computer-based media. While online learning provides flexibility in student learning outside the boundaries of class, time, facilities, learning materials, and predicts many obstacles commonly encountered in classroom instruction, the effectiveness and diversity of using online learning depends on the ability of the teacher to make use of the technology (Hardiyanto, 2011).

Some studies have been conducted to explore the benefits of using Google Meet in learning speaking. Muhammad (2021, p.14) reported that the role of technology in the learning process is also very important. Various media platforms created especially for the education sector. Google Meet is a very good full-featured multimedia application for virtual meetings. Therefore, this application is very suitable for online or virtual learning, but there are several shortcomings that will reduce the efficiency of learning. Therefore, organizations that use applied media can master them and use them professionally.

Another previous study by Afief (2020) found that Google Meet can improve not only students' speaking skills but self-confidence as well. Many applications that can be used for students to continue studying at home with online learning methods, one application that is used is Google Meet. Google Meet is a very popular platform for learning, meeting, and discussion in the world of business and education. Google Meet comes and offers many features that can help individual and corporate use even on a large scale and it makes easier for teacher and students. I think that conducting a study to explore and analyze the

effectiveness of improving English speaking skills through online learning by using Google Meet, is of importance.

The present study would like to identify how effective the Speaking Skills of English Education Department at UIN Ar-Raniry are using Google Meet and the challenges they encounter. The study uses qualitative research to collect and analyze the data and interview. Therefore, this study focuses on whether, and how effective, what are the challenges faced by students using Google Meet to improve their Speaking skills. Finally, its results can be resources for any significant and similar problem in the future.

B. Research Question

1. What are students' perceptions by the fourth semester of English Education Department students on the effectiveness of using Google Meet to improve their speaking skills?
2. What are the challenges faced by the fourth semester of English Education Department students to improve speaking skills through online learning by using Google Meet?

C. The Aims of Study are:

1. to find out the fourth-semester students of Education Department perception of the effectiveness of improving speaking skills through online learning by using Google Meet.

2. to find out the challenges faced by Education Department students to improve speaking skills through online learning by using Google Meet and how students' confront it.

D. Significance of the Study

This research focuses on the topic of the effectiveness and challenges of using Google Meet in improving speaking skills. Therefore, this study offers several advantages for both academic and related fields of practice. Academically, the findings of this study may also increase reference in the field by providing more empirical evidence. Then the research results can be used as a reference for those wishing to undertake research in English language teaching learning courses. Also, to support academia who were experiencing a problem close to what they were trying to solve in research.

Practically, the results of this study can be used as a reflection or reference for teachers about their performance in the teaching and learning process of English speaking using online learning methods, using Google Meet. This study is hoped to be useful for the EFL students not only to improve their speaking skill but to solve their problems related to speaking skill as well.

E. Terminology

To avoid misunderstanding that might occur, some terms used in this study needs clear explanation.

a. Google Meet

Google Meet is one application that is often used for discussion, learning and meeting. In this study, Google Meet is one of the platforms used by EFL as instructors an online learning method to improve speaking skills of the fourth semester of English Education Department students at UIN Ar-Raniry.

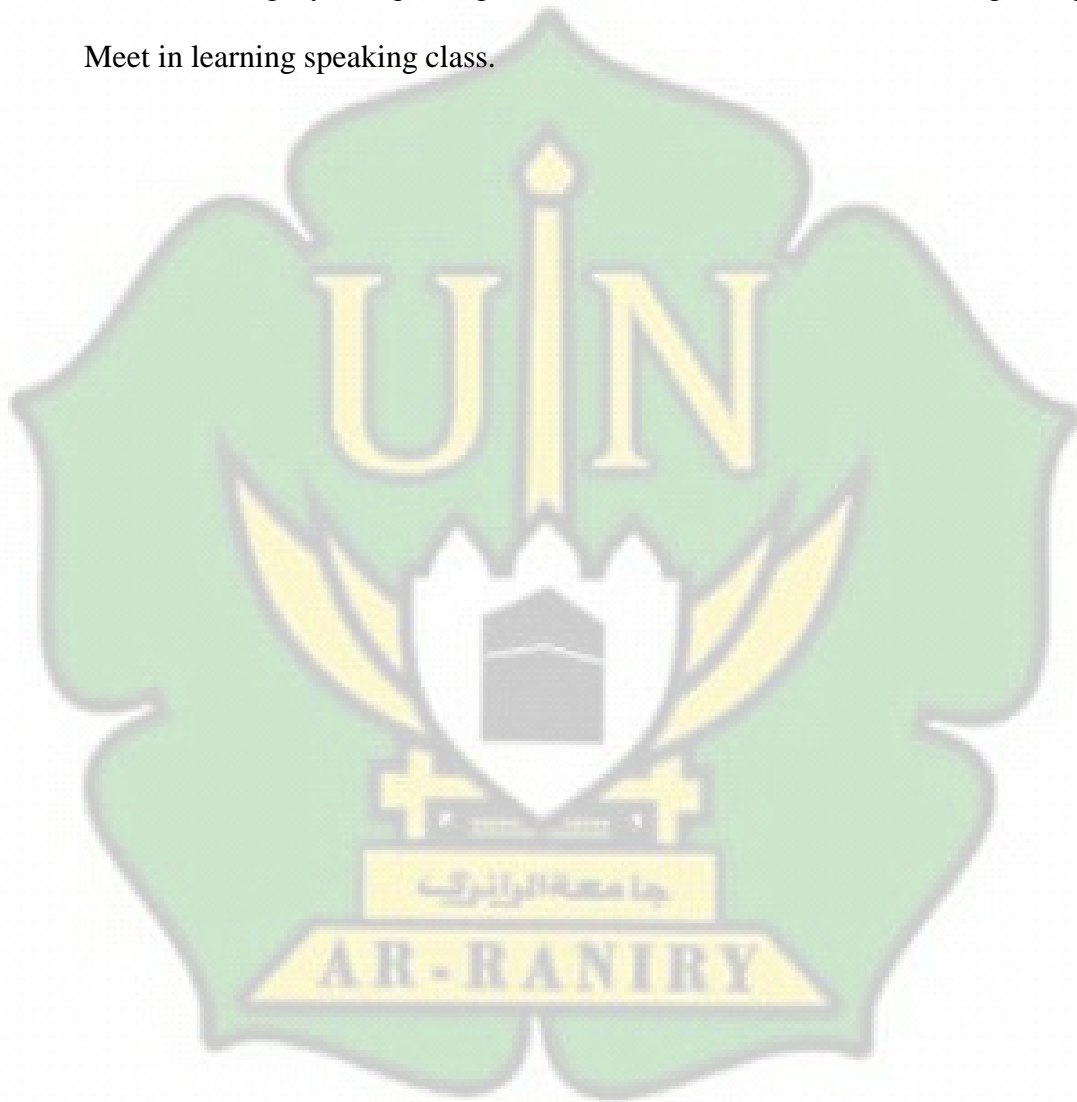
b. Speaking Skills

Speaking is productive skills. People can use their speaking ability to convey their ideas, thoughts and opinions about the world. By speaking, people can communicate directly or indirectly with others. In this study, speaking skill refers to the Public Speaking Course taught to the fourth semester students of English Education Department UIN Ar-Raniry.

c. Perception

Slameto (2010, p.102) describes perception as a process that involves introducing messages or information into the human brain through the human perception of a continuous relationship with the environment. This relationship is achieved through the senses, that is, the senses of sight, hearing, touch, taste, and smell.

In this study, the perception used to determine the fourth-semester students of the Education Departments in improving speaking skills through online learning by using Google Meet and the effectiveness of using Google Meet in learning speaking class.



CHAPTER II

LITERATURE RIVIEW

This chapter discusses some theories related to the present study consisting of definition of Google Meet and its features. Then, it is followed by types, benefits of Google Meet and how to use it. The definition of speaking and its theories are also presented.

A. Definition of Google Meet

Google Meet is a product of Google which is a video communication service developed by Google. This application is one of 2 applications which is a new version of the previous version, namely Google Hangouts and Google Chat. In March Google officially launched Google Meet the following month. This service was launched as a video conferencing application that can be watched by up to 30 participants. Meet is a stronger version than its predecessor Hangouts because Meet can be displayed on web applications, Android and iOS applications. On the IDCloudHost website, the features of Google Meet are also attached. Then followed by the benefits and how to use Google Meet.

1. Google Meet Features

Google Meet comes and offers many features that can help individual and corporate use even on a large scale. There are the reliable features of Google Meet; (1) Can invite up to 100 participants per call for G Basic Suite users, 150 people for G Suite Business users and 260 people per meeting for

users who purchased a G Suite Enterprise plan; (2) Has the ability to join meetings from the web or via applications installed by Android and iOS smartphone users; (3) Ability to conduct online meetings with dial-in numbers; (4) If a G Suite Enterprise edition user uses a dial-in number, the user's password will be protected; (5) Integration with Google Calendar to make one-click meeting calls; (6) Share the screen to present documents, spreadsheets or presentations; (7) Encrypted calls among all its users and (8) Closed text generated by AI.

2. Benefits of Google Meet

The creation and updating of Google Meet are much more interesting and offer the best features than its predecessor the classic Google Hangouts. On the IDCloudHost website presented there are the advantages that Google Meet offers; (1) Helping workers and employees to hold meetings wherever they are by using video calls; (2) Unique and functional interface or interface with a light and fast size, prioritizing efficient management, easy to use (user friendly) that can be followed by all participants and (3) Users can invite meeting participants and share features.

3. How to use Google Meet

1. Google Meet for smartphone / HP users

For those who use cellphones a lot or prefer to use smartphones, you can download Google Meet on the Play Store and App Store. Register or Sign Up using your Gmail. If you are already registered, you can have an

online conference using the chat or video conferencing features. Click the (+) icon in the lower right corner of the app and select New Video Call, then add participants by entering their email addresses or phone numbers.

2. Google Meet for desktop / computer users

Computer users can access Google Meet on their official page, then click Join or Start a Meeting. Here the user must create a meeting code and meeting title before inviting participants. The website will ask for permission to access the microphone and camera. Click Join Now to join the virtual meeting room, the presentation will take place on the computer screen. If you want to invite more people, please copy and paste the video conference or simply add a new participant email.

B. Definition of Technology

Technology refers to the result of using scientific knowledge for practical purposes. Carl Mitcham (as cited in L. Carroll, 2017) argue that defines technology as "the manufacture or use of various forms and aspects of material artifacts". Definition technology as manufacture and use, or get it through physics rather than metaphysics.

Technology can be defined as entities in the broadest sense, including both material and non-material, and acquires certain value through the application of

physical and mental power. In this usage, technology refers to tools and machines that can use to solve real-world problems.

According to Dewi (2019) argue that in the preliminary stage, teachers used tape recorders as technical equipment to instruct students, which later became communication labs. The integration of technology into language teaching began in the 1960s and early 1970s, helping teachers teach second language students how to speak better.

Teachers are exposed to some new technologies combined with teaching English every day. Since traditional teaching methods such as chalk and conversation appear to be outdated, modern technology can be used as a supplement to classroom teaching methods to bring the classroom atmosphere to life. It is the need of the times to integrate modern technology and improve the level of English teaching. Modern technology relaxes students' minds and allows them to focus on the subject rather than on a difficult task. New language learning technologies with multiple intelligences and mixed skills have replaced the old teaching methods.

According to Dewi (2019) stated that there are several modern technologies available for teachers of English today;

Communication lab. Software's are available to develop speaking skills. By combining the right software on the computer, students will play over according to their interests and try to improve their oral skills, which is the most important thing in this modern world of information technology. Wearing

headphones in the lab gets students interested in the topic and encourages them to repeat it rather than getting bored.

Video conferencing. Video conferencing is a method by which a person can access other people's speeches in other parts of the world. It is a live broadcast of a program, mainly to see a lecture by a teacher living abroad. In short, this is very helpful for students to understand what is happening in the world and listen to the speeches of the main figures vividly. The most remarkable thing about video conferencing is that students can ask questions immediately and get answers immediately.

Video Library. In our fast and modern world, the video library is the most important. That is useful for students who miss interest courses. In this process, the teacher's teaching will be registered and provided to the students. Students can watch the tape in their spare time. The advantage of this method is that students can reproduce it when necessary.

CALL (Computer Assisted Language Learning). The educational role of computers in second language learning and the role of CALL (computer-assisted language learning) is significant. Teachers can use the latest technology, which has the potential to transform students from passive recipients of information to active participants. CALL is defined as searching for and investigating the application of computers in language teaching and learning.

TELL (Technology Enhanced Language Learning). TELL (Technology Enhanced Language Learning) is the use of computer technology including

hardware, software, and the Internet to enhance language teaching and learning. It allows students to use all available technologies to improve their English learning. Students can use online dictionaries, chat and view various events around the world.

Podcasting. Podcasting is an integration of audio files in which we can provide our materials and play them inside and outside the classroom. Podcasting allows students to use their technology-based entertainment system for educational purposes. With it, we can get rid of traditional face-to-face training without losing the effective student-trainer relationship in any learning process. Podcasts allow students and teachers to share information with anyone at any time.

Quick Link Pen. Quick Link Pen allows students to copy and store printed text and Internet links. It helps to transfer data to a computer and enables readers to understand the meaning of words from the built-in dictionary. Accessing this type of machine seems to be a more convenient method. The latest advancements in machine translation feature translation engines like GO Translator and Babel fish.

Quicktionary. It is a pen-like device. It allows readers easy to scan words and get their definitions and translations right on their LCD screen. Technologies such as Enounce and Sound Editor allowed students to adjust the speech rate of listening materials to help them understand and present speech spectra and visual representations of mouth and tongue movements to facilitate learning and improve pronunciation.

Programmers through educational satellites. At university, we can create educational satellite labs where we can record satellite programs with educational value, such as UGC national classrooms, Anna University programs, and other world programs. Students can access these recordings through large or small screens.

Speech Recognition Software. Speech recognition software also helps improve students' spoken language, which can convert spoken language into machine-readable input. The software also assesses and provides scores for grammar, pronunciation, comprehension, and provides correct form. For example, if a student makes a pronunciation mistake, the learning tool can immediately find it and help them correct it. This device is a very useful device for distance learners because they do not have a teacher to correct their speech and this device can help improve their speaking skills.

Internet. The Internet is an accepted and widely used term by people all over the world. Students now use the Internet to learn English in class. Online teaching in the classroom seems to be very interesting as it allows students to find materials that suit their needs. Instruct students to complete grammar exercises provided online. Through the Internet, we may collect any instructional information from various sources. To improve speaking English, students can use Skype, MSM Messenger, Google Talk (I used to have online lectures), and other applications where students can connect with friends, other students, teachers, and even native speakers. These ways of speaking have been observed to progress in

learning. Improve students' oral skills and make up for the lack of native speakers in the student's area. In addition, online lectures also increase cross-cultural awareness, motivation, and increase the level of interaction.

Blogging. When the professor is not on campus, blogging can use to guide candidates. Teachers can post their articles or guidance to students, where students can post comments and questions. The teacher can answer questions through his blog. Blogs seem to be widely used.

1. Instructional Technology

Instructional technology, refers to the technology used for providing instruction. Instructional technology is the development and application of technological tools and devices such as the software, processes, and hardware, which are geared towards the ethical practice and study in the field of education with an aim to achieve, facilitate, and promote learning and performance. According to Gagne (2013) stated that instructional technology includes practical instructional delivery technologies that always pursue effective learning, regardless of whether they involve the use of media or not. A basic purpose in the field of instructional technology is to promote and assist the application of these known and proven procedures in instructional design and delivery.

Instructional technology requires a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives. The purpose of instructional technology is to available technical tools

to create an engaging and effective learning experience for teaching and motivational purposes.

To keep up with the media and Internet-savvy students, many teachers and school districts find it helpful to implement instructional technology. However, like most technologies, the technologies designed for education often change, so it is significant to be aware and understand new products. Implementing new technologies in the classroom can help students maintain interest and excitement in learning new content.

On CLASSROOM by Leaf Group website there are several types of instructional technology;

Interactive whiteboards. Interactive whiteboards, such as SMART Boards, can now be found in many classrooms. These interactive whiteboards allow teachers and students to manipulate text and objects and visit websites to view content. In addition, these boards act as a projector for the content on the computer screen. For example, if teachers have PowerPoint presentations on their computers, they will use SMART Board to show them to students. SMART Boards also offers a variety of activities and programs that benefit educators. For example, the answer question set is a content-related question prepared according to grade and topic.

Virtual classrooms and Online learning. The virtual classroom can be a useful tool for all educational levels. A common challenge in the traditional

classroom environment is that students learn at their own pace, so teachers must find a way to tailor the curriculum plan for ordinary students instead of meeting the unique needs of each student. Online courses provide a level playing field and give students time and resources to develop the skills they need. For example, if students do not master the topic immediately, they can listen to the lecture a second time, or if they quickly master a specific topic, they can move on to the next class. Most importantly, online learning provides access to a wider range of subjects, allowing students to enrich their education by taking courses that school may not offer. In this study Google Meet is included in virtual classroom and online learning.

Websites and blogs. Many teachers now have websites or blogs to keep students and parents up to date. Teachers can get their domain name, or they can simply blog on host sites such as Blogspot or WordPress. On these sites, teachers should post upcoming assignments, important dates, and even other continents. For example, teachers can post lectures online and refer to them during class the next day. Teachers can release important information for parents, such as the dates of parent meetings and important school events.

Projectors. For some areas, the days of using overhead projectors are behind us. Many regions are now turning to file projectors, like Elmo. These projectors are connected to multimedia projectors and can display any file, not just files copied onto transparencies. Teachers can use projectors like Elmo to share text and lesson examples. For example, a math teacher can use a regular calculator

on Elmo. Students can also use these projectors to easily show their work to other students. No special copying is required. Many Elmo models also provide digital document cameras. The projector can take a photo of a specific document and store it on the memory card for later use.

C. Definition of Speaking

Speaking is verbal communication which is utilized by individuals in their social relations (Irsyad & Narius, 2013). Therefore, someone can express their emotions, idea, opinions and thoughts to other people. Irsyad & Narius (2013) also suggest that one of the language skills that students must master in foreign language learning is speaking, in addition to listening, and writing. Nowadays, speaking can be a challenging task for many EFL students as it requires interaction. Other English skills can be improved by itself, but for speaking skills, students cannot speak by themselves, and they must find someone who can talk to them to achieve their speaking skills (Indrianty, 2016). Therefore, many students have difficulty speaking foreign languages.

1. Aspect of Speaking

Humans are programmed from birth to speak before they learn to read and write. However, humans spend more time verbally interacting with language than using it in written form. Speaking is the most important skill because it is one of the skills needed to communicate. Speaking English is not an easy task because the speaker must know many important components such as pronunciation, grammar, vocabulary, fluency and comprehension. Students

must have sufficient English language skills in order to communicate easily and effectively with others.

Learning to speak is an important aspect of language. Tuan and Mai (2015, as cited in Bohari 2019) stated that there are many factors affecting students speaking as follow: (1) topical knowledge; (2) motivation to speak; (3) confidence; (4) teacher feedback during speaking activities; (5) pressure to perform well and (6) time for preparation. While Brown (2004) states that speaking skill must have five aspects they are vocabulary, pronunciation, grammar, fluency and comprehension. In this research, the researcher uses five aspects of speaking skill based on (Brown, 2004: p.172-173), those are:

1.1 Vocabulary

Vocabulary is a number of words with the role of combining them to form a language in speaking. Vocabulary is very important but it is not the first thing to consider if the conversation is taking place at a very early stage. According to Zimmerman (cited 2007 by Subekti & Lawson), vocabulary is essential to language learning and of great importance to language learners.

Vocabulary knowledge is known to play an important role in learning a foreign language (Schmitt 2008). There has been considerable discussion about the most effective methods for increasing learners' vocabulary knowledge. Although researchers often argue that accidental learning was not late-targeted, "contextual" type word knowledge can be supplemented (Schmitt 2010).

1.2 Pronunciation

English pronunciation is one of the most difficult techniques to learn and learners need to invest a lot of time to improve their pronunciation (Aliaga García, 2007). Understandable pronunciation is one of the basic requirements of a learner's ability and one of the most important features of language education. Good pronunciation leads to learning. Bad pronunciation poses great difficulty in language learning (Pourhosein Gilakjani, 2012).

According to Harmer (1983, as cited in Bohari 2019), pronunciation is the way we make a sound of the language, how and where we put the stress, and how we use pitch and the intonation to show how we are feeling and what we mean. Therefore, it is also very important to be improved, the students must have good pronunciation to give very clear words or speaking that will make others know what we mean and it can be easy to be understood.

According to Hornby (1948, as cited in Maria 2017), pronunciation is a way in which a language or particular word or sound is spoken. Pronunciation is very important to be learned, especially in speaking skills. Pronunciation is the way in which people make a sound of words to make people easy to be understood what we mean. However, many students find pronunciation as one of the most difficult aspects of learning English. Students that have a good pronunciation in speaking English are more likely to be understood even if they make errors in other aspects, like in

grammatical. Whereas students with bad pronunciation must be difficult to understand what they mean, even if the grammatical used of them are perfect.

1.3 Grammar

Every language has a grammar. The grammar of a language is important. Thus, grammar is primarily concerned with the study of languages. It explains the difficulties and problems we face in learning a language, and it guides us about how effectively language is used in our daily life. Grammar shows how words are formed and why they fall into different categories. It also explains how to combine words and group them into sentences. Grammar allows us to get used to the structure of sentences. This allows you to understand how sentences are patterned and used in real life for proper and effective communication.

Grammar is the rule in spoken language and written language. Jeffrey Coghill and Stacy Magendanz, two founders of the McNeese State University Library and Campus in Lake Charles, Los Angeles (2003) who started a book entitled English Grammar defines grammar as follows: "Grammar in language is a set of rules that organize parts of the structure. Grammar determines how the words are arranged to make language units meaningful."

1.4 Fluency

It shows that people can communicate well because it comes down to the size and speed of fluent speech. A person can be said to be fluent, if they have some categories or criteria. That is students can speak the words fluently with good pronunciation, know the rules of the language (grammar) and have a lot of vocabulary, so they can speak words fluently, they know what they will say then. Even if they do not use grammatical language, they can spell words correctly in any situation, which makes the communication between them easier to understand.

When we see a person speaking quickly, we directly describe him as a fluent speaker. So, the parameter says it with the speed of speech. (Thornbury 2005) considers firing rate to be a factor, but it is not only most important, but also not. Not only for normal speaker have to stop from time to time, but even fluent speakers stop breathing. Experienced tales can't be paused often because they indicate problems with fluency.

1.5 Comprehension

Comprehension becomes an important factor in speaking. This measures the understanding of the dialogue. According to Hornby (1995, as cited in Friska 2015), comprehension is the ability to understand the purpose of an exercise. The purpose is to improve or assess a person's understanding of written or spoken language.

In speaking the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it.

2. The Importance of Speaking

Language is a communication method used by people to interact with each other to share ideas and feelings. Communication is taking place where there is an interaction. Without speaking, people are unable to communicate with others. People use language in a number of contexts, such as offices and many other areas.

According to L. Reddi (2018, as cited in Yulia & Andrian 2020), the importance of speaking skill is enormous for every language learner. He also points out that speaking skills are important to career success, but definitely not limited to one's career ambitions.

Efrizal (2012) said that speaking is critical to the interaction of people who use it every day, everywhere. Speaking is a way to verbally convey ideas and messages. To promote communication in English for students, we need to ask our students to implement the same process using language in real communication. According to Ur (1996, as cited in Lai-Mei & Seyedeh 2017), speaking is the most important skill that is very necessary for effective communication in all four language skills: listening, speaking, reading and writing.

The importance of speaking is reflected in the integration of other language abilities. It helps learners develop vocabulary and grammar skills to improve their writing skills. Students can express their feelings and thoughts. Ask for talks and discusses various features of the language. This feature of languages refers to the ability to speak not only about what is happening at the time and place of talking but also about other situations, future, and past., real or unreal. It's important to talk about it outside of the classroom. Therefore, language users have many opportunities to find jobs in other organizations and businesses. This statement is supported by Baker and Westrup (2003), who said that learners who speak English proficiently are more likely to find a better education, find a good job, and be promoted.

It is important to say to support the applicability of the language. The ability to speak was very important to human success. The importance of speaking ability is observed in people's daily activities. It's an interactive activity that happens under real-time constraints. This means that people can use words and phrases fluently without conscious thinking.

3. Characteristics of Speaking

According to Mazouzi (2013), learner activity should be designed based on the equivalence of fluency and achievement of accuracy. It is an important element of both fluent and accurate communication approaches. Classroom practice can help learners develop communication skills. Therefore, they need to know how the language system works properly.

The first feature of speaking performance is accuracy. Learners need to be proficient in learning a foreign language. Therefore, teachers emphasize accuracy in the process of education. Learners need to pay close attention to the accuracy and completeness of linguistic forms when they are told to focus on grammatical structure, vocabulary and pronunciation (Mazouzi, 2013).

The second characteristic of speaking ability is the main purpose of teachers who teach fluent speaking ability. According to Hughes (2002), fluency can cause listeners to lose interest, so it is the learner's ability to speak in an understandable way without breaking communication. Hedge (2000) described fluency as the ability to connect words and phrases, pronounce sounds clearly, and respond consistently with accents and intonation.

Thornbury (2005) declared that pronunciation is the lowest level that knowledge learners generally pay attention to. To speak English correctly, learners need to learn phonological rules and know the various sounds and pronunciations. Learners also need high, intonation and tones. All these factors allow learners to say English is easy and effective. He also said that learners need firing length, complexity and well-structured phrases to use grammatical structures correctly. Accuracy in terms of vocabulary means choosing the right word in the right context. Learners can apply similar words or expressions in a variety of contexts that have no similar meaning. Therefore, the learner should be able to use a word or expression properly.

4. Types of Speaking

Speaking in a language classroom plays an important role. According to Brown (1994, as cited in Irfan 2019), stated that there are seven types of Speaking; (1) Imitative. On one side of the continuum of tangible speaking performance is the ability to simply parrot back words or, in some cases, sentences in a phrase; (2) Intensive. It is the creation of short oral languages designed to perform in a narrow band of speech and grammar, syntactic, lexical or phonological relationships (intonation, stress, rhythm, splicing, etc. of prosody elements); (3) Interactive. Interactive speaking is the length and complexity of interactions involving multiple exchanges or multiple participles; (4) Interpersonal. Another dialogue mentioned in the previous chapter is interpersonal interaction, the purpose of which is to maintain social relationships rather than the transfer of facts and information; (5) Responsive. Very short conversational standards that involve limited level interaction and understanding Simple requests and comments are welcome; (6) Extensive. Extensive oral production included speeches, storytelling and oral presentation. Opportunities for listener shoe interactions are very limited or (probably non-verbal) eliminated and (7) Transactional. Transactional languages are responsive languages that are used to convey or exchange specific information that is extended.

5. Speaking Problems

The ability of teachers to help students to speak in the classroom has some problems. These are inhibition, mother-tongue use, lack of topical knowledge, and low participation (Tuan & Mai, 2015). Inhibition is the first problem students encounter in class. Sometimes when I want to say something in the classroom, it's suppressed. They are afraid of criticism because they are worried about making mistakes. They are ashamed of the interest of other students for themselves. Littlewood (1981, as cited in Lai-Mei & Seyedeh 2017) said that it can bring inhibition and anxiety to language classrooms and students.

The second problem associated with speaking ability is that some learners are trying to use it in speaking lessons because it is so easy when they share the same native language or mother-tongue (Tuan & Mai, 2015).

The final problem with speaking is that the participation is very low. In a class with a large number of students, each student has little time to talk because one student speaks only one student at a time and the other students try to hear their own words. In speaking lessons, some learners dominate the whole lesson, others rarely speak and say nothing at all.

6. The Challenges of Speaking

According to the Collins Dictionary (2008), the challenge requires great effort and determination. There are two challenges in learning or practicing speaking English. The first challenges in speaking English can be an internal

factor. Internal causes that are shortcomings in vocabulary, grammatical structures, sentence formation that cause the use of the mother tongue instead of the target language.

In addition to problems related to internal causes, some difficulties for EFL learners in speaking skills often emerge from different external factors. One of the factors that prevents the use of EFL speakers is the use of their teachers' mother tongue in English-speaking classes (Littlewood, 1981 as cited in Vo Phuong 2018), which partly affects the motivation of learners to speak. The quality of the teaching syllabus and the English teaching program is another external challenge to the speaking skills of EFL learners. In other words, as described in Gan's (2012) report, the performance of learners to talk can be restricted if the content of the teaching curriculum does not concentrate on communicative skills.

In learning speaking, anxiety is a challenge that should be overcome. In general, anxiety refers to the unpleasant feelings that attack human emotions and psychologically lead to negative assumptions, worries, tension, and low self-confidence. Woodrow (as cited in Gopang, Bughio, Umrani, and Lohar, 2015) pointed out that anxiety often marks a characteristic/trait or state of the educational research field.

According to Habiburrahim, Risdaneva, Ghina, Syarifah, and Safrul (2020), stated that there are several reasons why students feel anxious in

English speaking classes. Personal and classroom activities are considered two main factors that make students hesitant to participate in the teaching process.

Personal self. One of the sources of student anxiety is the personal self, including personality characteristics, low self-confidence, and lack of ability. All of these reasons make students nervous when they have to speak in the target language.

Personality traits. Personality seems to be one of the factors limiting student participation in English classes. Every time students are required to talk to their classmates or share their thoughts, that situation can generate uncomfortable feelings.

Low self-confidence. The general cause of anxiety is the lack of self-confidence of students. Negative feelings of self-competence caused these students to remain silent in class.

Lack of competency. Students reported that their English is not good. Especially because of their limited English vocabulary, so it is difficult for them to express their ideas in English, which affects their fluency and makes it difficult for them to convey information correctly.

The classroom activities. Anxiety comes not only from the individual but also from the learning environment. Several situations in the classroom can arouse student anxiety. These situations include spontaneous performance and direct feedback on mistakes.

Spontaneous speaking and performance. Spontaneous speaking considers being one of the most common situations that cause anxiety in students. Students report that when a teacher suddenly raises a question or topic, they feel anxious and must speak without sufficient time to prepare in advance.

Direct feedback of the mistakes. The teacher interrupts students directly correct students 'mistakes in speaking English words and sentences, which can be affecting students' self-confidence.

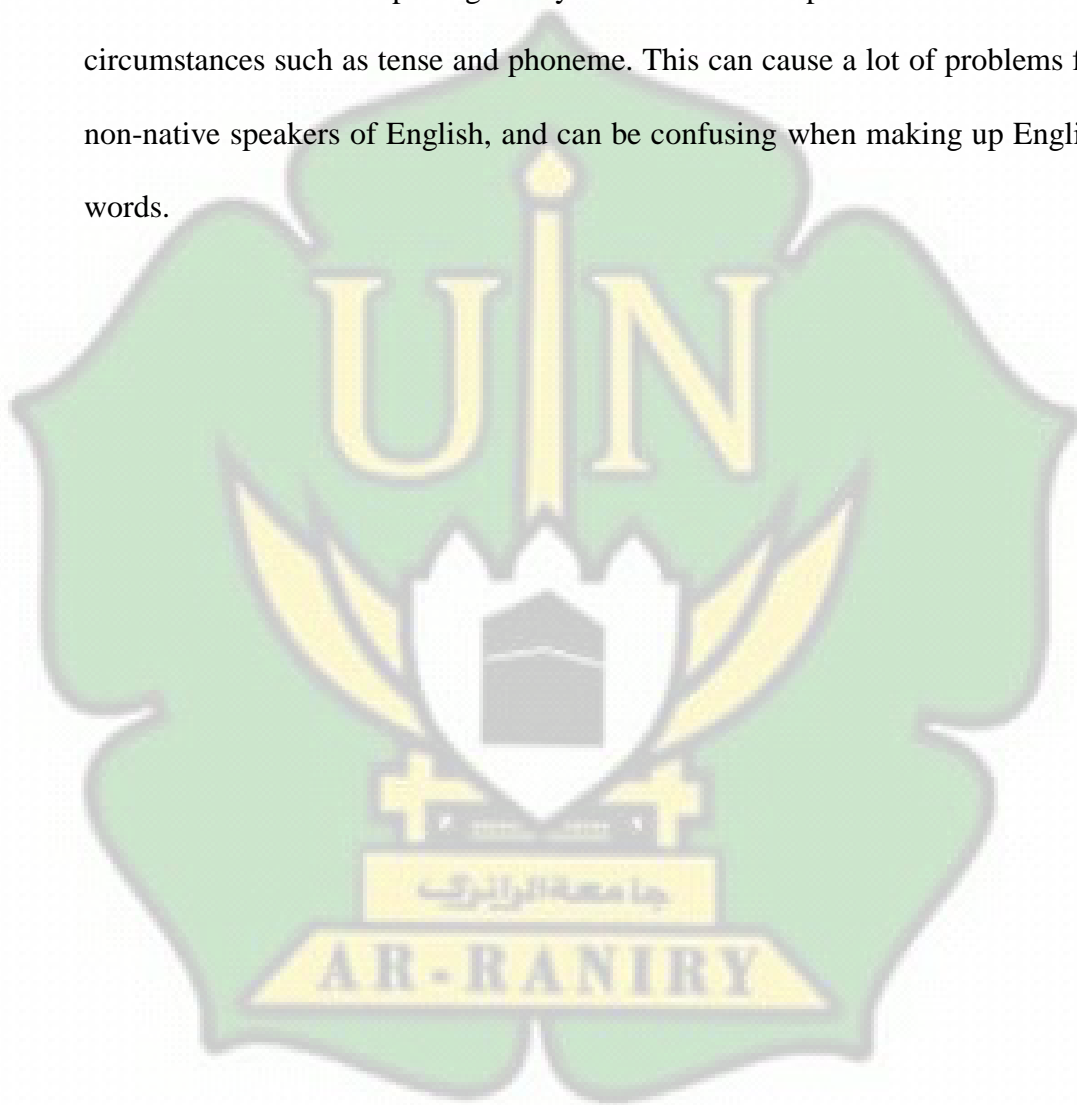
7. The Effective of Speaking

Chivers and Shoolbred (2007) argue that in order to prepare and deliver a presentation there are some important features to make a presentation effective, such as; (1) Careful planning and preparation; (2) Good time management; (3) Relevant and attractive content; (4) Good communication skills; (5) Use of appropriate technology; (6) Clear supporting documents; (7) Appropriate audience participation.

Therefore, in a speech, students need to know how to prepare and structure in it. Also, they need to know how to deliver, as they content will be more effective.

According to Mahripah (2014), the speaking ability of EFL learners is influenced by several linguistic elements of language, including phonology, grammar, vocabulary, and semantics, and psychological factors such as motivation or personality. Phonology is a difficult aspect of language learning

for EFL learners. As you know, English does not have a spoken language. In other words, the pronunciation of English words is similar to their spelling. Words with similar spellings may have different pronunciations due to circumstances such as tense and phoneme. This can cause a lot of problems for non-native speakers of English, and can be confusing when making up English words.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodological research procedures, including a brief research design divided into population and samples for research participants, data collection method and a technique of data collection analysis.

A. Research Design

This study uses qualitative research to collect and analyze the data. Qualitative research is a design of study which concern about the phenomenon or explore about the social problems (Creswell, 2014). It is procedural resulting in descriptive data orally, interview or document analysis from people and their observable behaviour. Therefore, based on the theory, the writer wants to discover the effectiveness of improving Speaking Skills of English Education Department at UIN Ar-Raniry are using Google Meet and the challenges they encounter by qualitative methods.

B. Research Participants

According to Kabir (2016), the population comprises items that require information. It can be divided into two categories: finite and infinite. The study population is second-year students of Department of English Education in UIN Ar-Raniry, consisting of 139 students. Students are those who registered in English-

speaking classes. This group of people in this study does not depend on gender; they are both men and women.

The participants of this study are eight students are both male and female of semester four who registered in Speaking Class of Department of English Education in UIN Ar-Raniry. The extraction of information from direct observations can satisfy the objectivity of the research with applying purposive sampling, researchers can obtain detailed information related to the researchers' needs (Gay 1976, as cited in Win 2017). According to Salkind (2010), purposive sampling is the process of selecting samples by determining specific criteria. In order to adapt to qualitative research methods, the number of research participants should not be excessive (Berg, 2001; Cohen et al., 2007).

C. Research Setting

This study was conducted at UIN Ar-Raniry Banda Aceh. Ar-Raniry Islamic State University is a state university located in Banda Aceh, Aceh Province. UIN Banda Aceh is named Ar-Raniry and has one of the best majors in language and literature which is English education.

This study will analyze its effectiveness and challenges from the perspective of using Google Meet to improve the English-speaking skills of students in the fourth semester of the Department of Education in English. This research aims to explore the challenges students face in improving their speaking

skills and how they overcome them and to understand the effectiveness of Google Meet in improving these speaking skills.

D. Data Collection Method

To collect the data, the interview was used. The interview will encourage respondents to describe their adapts, challenges, reason, percentage, and development. According to Griffie (2012) the interview method is easy to do and does not need any narrow questions, statistic or numeric data. Some observation and document analysis may be required. The interview will encourage respondent to describe their fluency, accurancy, effective and development of English-Speaking Skills. In that way the writer is very helpful to get detail information about the Effectiveness of English-Speaking Skills by Using Google Meet.

The interview is a method of communication between the interviewer and the interviewee in order to obtain research interview answers. In this study, interviews are needed to find out whether the effectiveness of using Google Meet can improve the students' speaking skills and what challenges they face. This interview aims to obtain detailed results from the perceptions of students who have taken speech classes. In this way, the researcher can get a lot of information about the research question.

Interviews were held at UIN Ar-Raniry, majoring in the Department of English Education. The interviewer will use the interview guide to provide a list of questions and topics during the interview. The language used by the interview is

more effective in Bahasa and each interview is completed in approximately 10 minutes. The content of the interview is recorded using a Smartphone to gain result in an authentic outcome. Semi-structured interviews were used by researchers to obtain information from participants. This meant that even if there were unexpected questions that could arise in order to dig more information from the interviewee, the researcher actually had the question guidelines. With these methods, interviewees needed to provide comments to allow for a more open examination of the problem.

E. Data Analysis

The data of the research will be analyzed by fourth steps of analysis. First, listen to the recording and transcribe the interview. Second, read the transcribe several time and code the interview. It will help the writer to identify the data through a short word or phrase. The code will define them and that can be consistent in coding across multiple interviews. Third, the writer need to write the summary of the coded data. The last, write a main point, field notes or memos to combine between the themes and compels you to write what you think it means.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the data interview analysis results. This research aims to explain the effectiveness of using Google Meet can improve the students' speaking skills and what challenges they face.

A. Research Findings

In this study, eight students as participants of semester four in UIN Ar-Raniry English Education Department's Speaking Class consisted of four males and four females. To protect participants' privacy, researchers used initial names to represent participants' responses. There are (MA), (MZAS), (AHF), (PS) for male and (CR), (RR), (GT), (RA) for female.

As defined in the previous chapter, data were retrieved in this investigation using a semi-structured interview method. Semi-structured interviews were used by researchers to obtain information from participants. This meant that even if there were unexpected questions that could arise in order to dig more information from the interviewee, the researcher actually had the question guidelines.

Each participant answered the same question that had been prepared by the researcher, the interview questions are as follows:

1. Is the Google Meet application easy to use in pandemic era?
2. Can it (Google Meet) replace face to face meeting?

3. Do you become more active with Google Meet in speaking skills? Why?
4. Do you improve your speaking skills while learning on google meet? Why?
5. What are the challenges that you face in speaking by using google meet? How do you solve it?
6. Is virtual learning more effective than face to face learning in learning speaking class? Why?

Several questions closely related to the topic were added based on the answers of the interviewees who will get the data detailed. After retrieving the data, the rescanner records it in a gradebook for analysis of the data. Since then, researcher has discovered various results such as the following.

1. Student perception's of the effectiveness of improving speaking skills through online learning by using Google Meet

Speaking is an oral language. It is a medium for expressing thoughts, feelings and emotions. Communicate information, react to other people or situations, influence others and inform others and intentions. Mejilla (2014, as cited in Tansa 2019) pointed out that speaking is one of the most important skills, and this skill should be practiced every day to obtain better results in the learning process.

According to Cameron (2001), speaking is the active use of language to express meaning so that others can understand your communication. This means that speaking includes producing systematic oral statements to convey meaning so that others clearly know the topic being discussed.

Whether or not someone is active in improving their speaking skills depends on what methods and media are used in the learning process. In the research that has been interviewed, there are several opinions about whether or not they are active in improving their speaking skills by using Google Meet.

RA, AHF and GT believe that they actively improve their speaking skills by using Google Meet. AHF stated *“Yes, because almost in every Google Meet we're made a discussion and thats made my English fluently”*.

GT also stated *“in practice for skill, im active enough but it less in mental purposed in facing the audience.”*

Another statement from MA, MZAS, CR and RR believe they are not actively using Google Meet to improve their speaking skills. RR stated *“No, I dont active speaking in Google Meet, because when using Google Meet many students turn off their cameras when I'm talking and it makes me lazy to improve my speaking. I prefer to learn face to face because it's more realistic, I can make eye contact and more fluently when speaking.”*

Related to MZAS, he strongly stated *“No, because speaking in front of an audience requires mentality, whereas in virtual it doesn't feel like mental training because you can still see Google at that time.”*

Another stated from MA *“No, Because I don't really like online class.”*

As for some opinions that make it inactive in improving speaking skills in using Google Meet, one of them is the connection. CR stated

“Actually not, because of the signal oftenly bad. So, it makes me not speak English fluently”

Related to PS, he stated that *“Sometimes. Because when the connection is bad, it really makes me curious what the teacher is talking about and that's also one of the reasons why I can't speak English fluently”*

Six-eighths of the interviewees stated that they did not actively improve their speaking skills through the use of Google Meet because they did not understand what they usually consider when speaking in front of people, such as eye contact, gesture and mentality. They can also turn off the camera or microphone with the Google Meet app, which can make conversations unrealistic. Bad connections can also cause them to lazy improve and activate their speaking skills. Therefore, they prefer face-to-face class rather than online class.

Not actively improving speaking skills will also reduce the accuracy of improving speaking skills. Related to AHF *“Speaking accuracy will be improved because the online class is discussing, which is required to speak. In accuracy we can immediately apply what we learned last week and practice starting to learn the new grammar that we learned last week. What doesn't make accuracy is because they don't often improve their speaking skills, so they forget some vocabulary and grammar.”*

Another factor that makes it not accurate in improving speaking skills is bad connections and lecturers. RA strongly argue that *“The bad connection*

prevents us from actually hearing what the lecturer is saying, but when the connection is good, the lecturer only delivers the materials being studied, without giving a more detailed explanation of the materials. The lecturer does not want to know whether we understand or not the material he provided, even if the lecturer has already asked. Of course, they will say that they understand the given material, even if they don't. Google meet allows lecturer not to see gestures or expressions when students do not understand the materials handed out, because they can turn off the camera. Different with face-to-face learning, the lecture can see it. This makes it difficult to assign group assignments. Many of my friends say they don't understand what the lecturer is saying.”

From these two arguments, we can see that the face-to-face method is more effective in improving the accuracy of oral skills in English. Teachers and students can hear and see the gestures or expressions given more clearly so that they can understand the material being discussed. In this case, it is easier for them to understand the provided grammar, vocabulary or pronunciation, thus improving accuracy in improving speaking skills.

The role of technology in the learning process is also very important. Various media platforms created especially for the education sector. Google Meet is a very good full-featured multimedia application for virtual meetings, but it is to use or not in pandemic era. Here are the results of the interview section about the Google Meet application easy to use in pandemic era or not.

RA, AHF, PS, MZAS, RR, GT and CR believe that the Google Meet easy use in pandemic and really help student in this situation. In addition, AHF said *“Yess, its help us to communicate each other, make a discussion or etc”*. Different with MA, in this case his argue that *“Not really, because the bad connection makes the relationship between the teachers and the students difficult to give and receive materials in the teaching and learning process.”*

From this answer, he completely agrees that the application used makes the learning process not easier, especially for Google Meet. Online learning is difficult for students to understand the material. Of course, online learning requires students to have a strong Internet network, but the signal is often not smooth or too slow, which does hinder the learning process; materials cannot be spread well, especially during online discussions.

Based on interview, all interviewees strongly believe that face-to-face learning is more effective than virtual learning in learning speaking class.

RA stated *“In my opinion learning face to face more effective. Because it really fun to can speak in front of the people.”*

PS stated that *“Not really. Because I like to in learning by face to face in class.”*

AHF argue that *“I think offline class more effective because we got the vibe of study and we got what the lecture means.”*

Related to RR *“Virtual learning no more effective than face to face. We cant ask our friend or our lecturer directly while learning.”*

Additionally, GT stated *“No, it isn't. face to face is more effective in teaching learning process, due to practicing the mental in front audience and how accept the material is deliver to me as student.”*

It is related to MZAS *“No, because speaking in front of an audience requires mentality, whereas in virtual it doesn't feel like mental training because you can still see Google at that time.”*

CR also stated that *“For me, big no. Face to face learning is better than virtual learning. While face to face learning, there is no limit access to talk to teacher.”*

Another stated from MA *“No, not effective than offline class.”*

According to the answers of all the interviewees, the face-to-face learning method is more effective because it is more realistic and can be practiced psychologically when speaking in front of people. Through face-to-face, they have a better understanding of the materials provided by the teacher, and they have more freedom to ask the teacher and their friends. There is no time limit, which is one of the reasons why they prefer face-to-face learning instead of virtual learning.

In this case, the interviewer interviewed whether the google meet learning method replaced the face-to-face method. Based on interview, they gave several answers about this case. Five-eighths of the respondents said that Google Meet learning cannot be replaced by face-to-face learning

method. The rest of the interviewees said that the face-to-face learning method can be replaced by the learning method used by google meet

RR stated that *“No, using Google Meet is better but to replace face to face meeting it cannot.”*

Related to CR *“In my opinion, Google Meet can not replace face to face meeting. There is still better meet face to face than by virtual.”*

Another statement from AHF, he stated that *“Sure, its like a Classroom but in online.”*

GT believe that *“For sure, it must be mixed between Google Meet and face to face meeting. Google Meet can't take control fully for teacher learning process.”*

From the results of the interview, they said that the face-to-face learning method can be replaced by the learning method using Google Meet. But it is more effective to mix this method between Google Meet and face-to-face meetings, because Google Meet cannot fully control the teacher's learning process.

2. The Challenges faced by students using Google Meet to improve their speaking skills through online learning

Based on the results of the study, the researchers found that participants agreed that they faced some challenges when using Google Meet to speaking English, and how they overcome these challenges. According to Collins

Dictionary (2008) challenges are new and difficult, requiring great effort and determination.

AHF argue that *“I think the challenges is I have to confident to speaking English even i'm still bad at it but i have to speak well. The way to overcome these challenges is by the time I'm improving my speaking skill”*

MA stated *“When my friends asked me what I was talking about, it was difficult to see their expressions or reactions because they could turn off the camera at that moment. To overcome this problem, I look at the reflection in the mirror at home or on the laptop as if I am talking to them, so that I can get used to eye contact when I speak.”*

RA, PS, RR, GT, CR and MZAS are in six-eighths of respondents who think that the connection is the first challenges they face when using Google Meet to speaking English.

RR believe that *“I think, network connection is always be problem and to solve it, ten minutes before started the meeting in class, I had prepared the connection or looking another place which has a good connection.”*

Related to CR stated *“While using Google Meet the challenges is the signal. Usually I change my card if the signal being bad.”*

Another state from GT *“It just feel unconfident when the connection is unstable, it influences my speaking section.”*

Improving or not in speaking English can also be a reason for the challenges they face when using Google Meet to speak English.

RR strongly argue that *“No, I dont. Because any material that given by lecturer sometimes I cant understand and it make me difficult in improve my speaking skill.”*

Related to GT *“I slightly improve my speaking skills using google meet if the learning strategy used by the teacher is effective.”*

Additionally, CR stated that *“For me not, because of limited opportunity speaking while visual learning.”*

The challenge they face is that they spend very little time learning to use Google Meet, which the materials given to them by teachers are sometimes difficult to understand, and the strategies given are sometimes not very effective, so they cannot improve their speaking skills.

Another stated from RA *“While studying on Google Meet, I didn’t really improve my speaking skills, but it could help me. Because when we can meet face to face, it is more useful than virtual.”*

MZAS also stated *“The truth is, no. I am also practicing improving my skills in speaking with friends in other places, which is more realistic.”*

They believe that using virtual technology to improve their speaking skills is one of the challenges they face, because they are not realistic when it comes to improving their speaking English and it would be more useful if they did it with face to face.

B. Discussions

The purpose of this research is to demonstrate the effectiveness of using Google Meet can improve the students' speaking skills and what challenges they face. The researchers collected data through semi-structured interviews. Contrary to the results obtained by analysing data from participants' responses, each respondent answered the basics of their respective experiences.

The first research question is about the student's perception improving speaking skills through online learning by using Google Meet. Mazouzi (2013) believes that student activities should be designed on the basis of the equivalence between fluency and accuracy. Fluency and accuracy are important elements of communication methods. Classroom exercises can help students develop their communication skills. Therefore, they must know how the language system works properly.

The researcher found that fluency and accuracy in speaking English using the Google Meet learning method could be seen from their activeness in improving their speaking skills. If they are more active in improving their speaking skills, their speaking English will be more fluent and accurate. One-eighths of the interviewees believe that he actively in improve speaking skill by Google Meet, because in almost every Google Meet course, the material provided by the teacher will be discussed, which will make his fluent in speaking English.

The rest of the interviewees stated that they did not actively use Google Meet to improve their speaking skills. A main factor that makes them less active

in using google meet to improve their speaking skills is poor connection, which makes them unable to understand the materials provided by the teacher and hinders their fluency in speaking English. Another factor is that Google Meet can turn off the camera or microphone so that it makes conversations more unrealistic, lacks mental training and there is no eye contact when speaking English. These factors make them lazy to improve their speaking skills by using Google Meet.

The still poor English will also affect their accuracy when speaking English. One way they cope is by improving their speaking skills. The researcher also believes that the lack of understanding of the material given by the teacher along with poor connections can also affect the accuracy in improving speaking skills. Students can solve this problem by looking for better connections and the other ways to further improve their speaking skills, such as discussing with friends in another place.

The second research question is about the challenges faced by students using Google Meet to improve their speaking skills through online learning and how students confront it. In this study, researchers found that they faced some challenges when using Google Meet to improve their speaking skills. Similarly, bad connections are always the main factor they find. The solution they made is to prepare the connection before class, find a place where the connection is not bad, or even change to a card with a fast connection speed.

The next challenge is that they can turn off the camera or microphone at any time using Google Meet. Therefore, when they speak English, they cannot see

the expressions, reactions, or eye contact of other students. One way they do is to look at the reflection in the mirror at home or use a laptop outside. This can help them improve their mentality, confidently when speaking in front of other people and can help them make eye contact when talking to other people.

The last challenge they face is that some of the materials provided by the teacher are not easy to understand, and the strategies provided are not very effective. The limited time makes it difficult for them to improve their speaking skills through google meet. In this case, they don't know how to solve it except to improve their skills in talking with other places.

Anxiety is also a challenge in learning English speaking. In this study, anxiety has been considered as one of the main factors affecting the learning process. According to Habiburrahim et al (2020), stated that there are several reasons why students feel anxious in English speaking classes; (1) Personal self; (2) Personality traits; (3) Low self-confidence; (4) Lack of competency; (5) The classroom activities; (6) Spontaneous speaking and performance and; (7) Direct feedback of the mistakes.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the results of the study. The first section is the conclusion of the research results. Other sections are suggestions that include recommendations for students, English teachers and additional researchers.

A. Conclusions

Based on the data obtained by the researcher, the respondents stated that they did not actively use Google Meet to improve their speaking skills. One of the main factors that makes them less active in using google meet to improve their speaking skills is poor connection, which makes them unable to understand the materials provided by the teacher and hinders their fluency and accuracy when speaking English. Another factor is that Google Meet can turn off the camera or microphone so that it makes conversations more unrealistic, lacks mental training and there is no eye contact when speaking English. These factors make them lazy to improve their speaking skills by using Google Meet and based on interview, all interviewees strongly believe that face-to-face learning is more effective than virtual learning in learning speaking class.

Moreover, based on the second research question; the results of the study indicated that the challenges faced by students are; (1) Bad connection; (2) Less reactions, expressions or eye contact when speaking; (3) Limited time; and (4)

Some of the materials provided by the lecturers are not easy to understand, and the strategies used are not very effective.

B. Suggestion

Based on the findings of this study, the researcher come up with some suggestions. First, for the lectures. It is recommended that lecturers should apply various learning methods that can make students active and more focused in learning, such as providing motivation, creating creative learning in using the platform so that students do not feel bored and enjoy taking public speaking classes. Mixed method between Google Meet and face-to-face meetings to control teachers learning process are also encouraged.

Second, the results show that there are several ways to overcome these challenges in the following ways; (1) Prepare the connection before class, find a place where the connection is not bad, or even switch to a card with a fast connection speed; (2) Looking at the reflection in the mirror at home or using a laptop and often communicating with the people around them; (3) Often communicate with people around; and last (4) They don't know how to solve it except ask the teacher for more explanations about the materials handed out and improve their skills in talking with other places. For the students, the results of this study can be used as a reference for revising the speaking learning method in improving students' speaking skills and how they can overcome these challenges for English Education at UIN Ar-Raniry, Banda Aceh and elsewhere.

Last but certainly not least; by using different themes, samples, locations, situations and conditions, this research can be an idea to conduct a similar investigation for the future researcher.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7549/UN.08/FTK/KP.07.6/04/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Maret 2021

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Menetapkan
PERTAMA

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1. Dr. Syarwan, M.L.I.S.
2. Drs. Amiruddin, M.Pd

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Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Mona Lisa
NIM : 160203153
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Google Meet in Learning English Speaking

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 16 April 2021

An. Rektor

Dekan,



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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Nomor : B-10661/Un.08/FTK-I/TL.00/07/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Prodi Bahasa Bahasa Inggris Uin Ar - Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MONA LISA / 160203153**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Lampoh paleung II Desa Ilie Kec. Ulee Kareng Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Using Google Meet in Learning English Speaking***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 Juli 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 20 Oktober
2021

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
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SURAT KETERANGAN

Nomor: B-328/Un.08/PBI/TL.00/07/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-10661/Un.08/FTK.I/TL.00/07/2021 tanggal 09 Juli 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Mona Lisa
NIM : 160203153
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Using Google Meet in Learning English Speaking

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 26 Juli 2021
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

INTERVIEW TRANSCRIPT

RA: 09/07/2021

1. Interviewer: Is the Google Meet application easy to use in pandemic era?

Interviewee: Yes, Alhamdulillah

2. Interviewer: Can it (Google Meet) replace face to face meeting?

Interviewee: Not really

3. Interviewer: Do you become more active with Google Meet in speaking skills? Why?

Interviewee: Yes alhamdulillah

4. Interviewer: Do you improve your speaking skills while learning on google meet? why?

Interviewee: While studying on Google Meet, I didn't really improve my speaking skills, but it could help me. Because when we can meet face to face, it is more useful than virtual.

The bad connection prevents us from actually hearing what the lecturer is saying, but when the connection is good, the lecturer only delivers the materials being studied, without giving a more detailed explanation of the materials. The lecturer does not want to know whether we understand or not the material he provided, even if the lecturer has already asked. Of course, they will say that they understand the given material, even if they don't. Google meet allows lecturer not to see gestures or expressions when students do not understand the materials handed out, because they can turn off the camera. Different with face-to-face learning, the lecture can see it. This makes it difficult to assign group assignments. Many of my friends say they don't understand what the lecturer is saying.

5. Interviewer: What are the challenges that you face in speaking by using google meet? How do you solve it?

Interviewee: The connection. I try to take the good connection around me.

6. Interviewer: Is virtual learning more effective than face to face learning in learning speaking class? Why?

Interviewee: In my opinion learning face to face more effective. Because it really fun to can speak in front of the people.

PS: 09/07/2021

1. Interviewer: Is the Google Meet application easy to use in pandemic era?

Interviewee: Yes

2. Interviewer: Can it (Google Meet) replace face to face meeting?

Interviewee: Not really

3. Interviewer: Do you become more active with Google Meet in speaking skills? Why?

Interviewee: Sometimes. Because when the connection is bad, it really makes me curious what the teacher is talking about and that's also one of the reasons why I can't speak English fluently.

4. Interviewer: Do you improve your speaking skills while learning on google meet? why?

Interviewee: Yes

5. Interviewer: What are the challenges that you face in speaking by using google meet? How do you solve it?

Interviewee: The connection. Sometimes I try the best to find good connection

6. Interviewer: Is virtual learning more effective than face to face learning in learning speaking class? Why?

Interviewee: Not really. Because I like to in learning by face to face in class

AHF: 09/07/2021

1. Interviewer: Is the Google Meet application easy to use in pandemic era?

Interviewee: Yess, its help us to communicate each other, make a discussion or etc

2. Interviewer: Can it (Google Meet) replace face to face meeting?

Interviewee: Sure, it's like a Classroom but in online

3. Interviewer: Do you become more active with Google Meet in speaking skills? Why?

Interviewee: Yes, because almost in every google meet we're made a discussion and that's made my English fluently.

4. Interviewer: Do you improve your speaking skills while learning on google meet? why?

Interviewee: Yes, I do because I have to speak in google classroom. Speaking accuracy will be improved because the online class is discussing, which is required to speak. In accuracy we can immediately apply what we learned last week and practice starting to learn the new grammar that we learned last week. What doesn't make accuracy is because they don't often improve their speaking skills, so they forget some vocabulary and grammar.

5. Interviewer: What are the challenges that you face in speaking by using google meet? How do you solve it?

Interviewee: I think the challenges is I have to confident to speaking English even I'm still bad at it but I have to speak well. The way to overcome these challenges is by the time I'm improving my speaking skill

- 6. Interviewer:** Is virtual learning more effective than face to face learning in learning speaking class? Why?

Interviewee: I think offline class more effective because we got the vibe of study and we got what the lecture means

RR: 09/07/2021

- 1. Interviewer:** Is the Google Meet application easy to use in pandemic era?

Interviewee: Yes, the google meet easy use in pandemic

- 2. Interviewer:** Can it (Google Meet) replace face to face meeting?

Interviewee: No, using Google Meet is better but to replace face to face meeting it cannot

- 3. Interviewer:** Do you become more active with Google Meet in speaking skills? Why?

Interviewee: No, I don't active speaking in Google Meet, because when using Google Meet many students turn off their cameras when I'm talking and it makes me lazy to improve my speaking. I prefer to learn face to face because it's more realistic, I can make eye contact and more fluently when speaking.

- 4. Interviewer:** Do you improve your speaking skills while learning on google meet? why?

Interviewee: No, I don't. Because any material that given by lecturer sometimes I can't understand and it make me difficult in improve my speaking skill

- 5. Interviewer:** What are the challenges that you face in speaking by using google meet? How do you solve it?

Interviewee: I think, network connection is always be problem and to solve it, ten minutes before started the meeting in class, I had prepared the connection or looking another place which has a good connection

- 6. Interviewer:** Is virtual learning more effective than face to face learning in learning speaking class? Why?

Interviewee: Virtual learning no more effective than face to face. We can't ask our friend or our lecturer directly while learning

MA: 09/07/2021

1. Interviewer: Is the Google Meet application easy to use in pandemic era?

Interviewee: Not really, because the bad connection makes the relationship between the teachers and the students difficult to give and receive materials in the teaching and learning process.

2. Interviewer: Can it (Google Meet) replace face to face meeting?

Interviewee: Big no

3. Interviewer: Do you become more active with Google Meet in speaking skills? Why?

Interviewee: No, I don't really like online class

4. Interviewer: Do you improve your speaking skills while learning on google meet? why?

Interviewee: No

5. Interviewer: What are the challenges that you face in speaking by using google meet? How do you solve it?

Interviewee: When my friends asked me what I was talking about, it was difficult to see their expressions or reactions because they could turn off the camera at that moment. To overcome this problem, I look at the reflection in the mirror at home or on the laptop as if I am talking to them, so that I can get used to eye contact when I speak.

6. Interviewer: Is virtual learning more effective than face to face learning in learning speaking class? Why?

Interviewee: No, not effective than offline class

MZAS: 09/07/2021

1. Interviewer: Is the Google Meet application easy to use in pandemic era?

Interviewee: Yes easy

2. Interviewer: Can it (Google Meet) replace face to face meeting?

Interviewee: Yes

3. Interviewer: Do you become more active with Google Meet in speaking skills? Why?

Interviewee: No, because speaking in front of an audience requires mentality, whereas in virtual it doesn't feel like mental training because you can still see Google at that time

4. Interviewer: Do you improve your speaking skills while learning on google meet? why?

Interviewee: The truth is, no. I am also practicing improving my skills in speaking with friends in other places, which is more realistic.

- 5. Interviewer:** What are the challenges that you face in speaking by using google meet? How do you solve it?

Interviewee: The connection. Fine somewhere good connection.

- 6. Interviewer:** Is virtual learning more effective than face to face learning in learning speaking class? Why?

Interviewee: No, because speaking in front of an audience requires mentality, whereas in virtual it doesn't feel like mental training because you can still see Google at that time

GT: 09/07/2021

- 1. Interviewer:** Is the Google Meet application easy to use in pandemic era?

Interviewee: yes, it is.

- 2. Interviewer:** Can it (Google Meet) replace face to face meeting?

Interviewee: For sure, it must be mixed between Google Meet and face to face meeting. Google Meet can't take control fully for teacher learning process.

- 3. Interviewer:** Do you become more active with Google Meet in speaking skills? Why?

Interviewee: in practice for skill, I'm active enough but it less in mental purposed in facing the audience.

- 4. Interviewer:** Do you improve your speaking skills while learning on google meet? why?

Interviewee: I slightly improve my speaking skills using google meet if the learning strategy used by the teacher is effective.

- 5. Interviewer:** What are the challenges that you face in speaking by using google meet? How do you solve it?

Interviewee: it just feels unconfident when the connection is unstable, it influences my speaking section.

- 6. Interviewer:** Is virtual learning more effective than face to face learning in learning speaking class? Why?

Interviewee: No, it isn't. face to face is more effective in teaching learning process, due to practicing the mental in front audience and how accept the material is deliver to me as student

CR: 09/07/2021

1. Interviewer: Is the Google Meet application easy to use in pandemic era?

Interviewee: Yes, Google Meet is really help student in this situation.

2. Interviewer: Can it (Google Meet) replace face to face meeting?

Interviewee: In my opinion, Google Meet cannot replace face to face meeting. There is still better meet face to face than by virtual.

3. Interviewer: Do you become more active with Google Meet in speaking skills? Why?

Interviewee: Actually not, because of the signal oftenly bad. So, it makes me not speak English fluently.

4. Interviewer: Do you improve your speaking skills while learning on google meet? why?

Interviewee: For me not, because of limited opportunity speaking while visual learning.

5. Interviewer: What are the challenges that you face in speaking by using google meet? How do you solve it?

Interviewee: While using Google Meet the challenges is the signal. Usually, I change my card if the signal being bad.

6. Interviewer: Is virtual learning more effective than face to face learning in learning speaking class? Why?

Interviewee: For me, big no. Face to face learning is better than virtual learning. While face to face learning, there is no limit access to talk to teacher.

