

**STUDENTS' PERCEPTION OF USING GOOGLE MEET FOR
SPEAKING SKILL IN ONLINE LEARNING DURING COVID 19
PANDEMIC AT THE TWELFTH GRADE STUDENTS OF SMAN 3
JAMBI IN ACADEMIC YEAR 2020/2021**

THESIS

**Submitted in as Partial Fulfillment of the Requirements for Degree of
Sarjana Pendidikan in English Education**



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MOTTO

Just believe in yourself. If you believe it, you will get what you want. Nothing is impossible....

(My Parents)

DEDICATION

I dedicate this thesis to:

- ♥ My beloved parents, my mom Lina Marlina and my dad Edisun for the endless love, pray, support, motivation and everything for my life. Thank you, mama papa, I love you so much.
- ♥ My lovely sibling, Susan and M. Arifin, who have always helped me and ready 24 hours if I need anything. Next, Doniyen and Bilqis Haifa Hana who have always texted and called me, it made me happy. I am so grateful to have them in my life.
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ABSTRACT

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Key words: Students' perception, Google Meet, Speaking, Online Learning.

This research aimed to find out students' perception of using google meet for speaking skill in online learning during covid19 pandemic. The researcher used phenomenology qualitative method. The data was collected through semi-structured interview. This research used purposive sampling. There were 6 students that participated in this research. This research found that Students' perceptions of using google meet for speaking skill in online learning during the Covid-19 pandemic are different. Using google meet during this pandemic has advantages and disadvantages, where the effects felt by students are also different. Based on data analysis, students' perception of using google meet for speaking skill in online learning during covid19 pandemic is quite good, and google meet is very helpful in learning during the Covid-19 pandemic.

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This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Wassalamu'alaikum Wr. Wb.

Jambi, March 2021
The researcher

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

English is an international language and is used as an official language almost all over the world. English is widely used in all aspects of life, such as science, technology and trade. This situation encourages people to communicate in English because they believe that English is an important language in the era of globalization. In addition to important English, English is also considered beneficial because it can help people communicate with people all over the world, get better technology use, and get better education and work.

Like other languages, English has four skills, namely reading, writing, listening and speaking are very basic (Sadiku, 2015). These four skills must be integrated into an effective method to develop English communication skills. In addition, these four skills also provide students with the opportunity to create a context in which language can be used to express information or knowledge and provide proof of learning ability.

Speaking is one of the English skills that play an important role in language studies because it is related to the development of communication skill. Speaking is defined as a process of building and sharing meaning through the use of verbal or oral form (Chaney, 1988 and Gebhard, 1996). Speaking is a productive oral skill. Speaking consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Anne Burns (2012) believes that speaking is a very complex skill that requires simultaneous use of process cognition, body and social culture, and the speaker's knowledge and skills must be activated quickly in

real time. For English learners, speaking English is quite challenging, especially Indonesian learners. Ellis (2008) stated that lacking the chance to practice the language frequently and in different context may make the students struggle to develop their speaking skill. When I was teaching practice in SMAN 3 Jambi, many students are too afraid to speak in online class because they do not know how to develop their speaking skill.

Canale and Swain (1980) proposed four components of speaking; grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence involves the construction of grammatical sentences, including vocabulary and pronunciation. When I was teaching practice, the students have lack of grammar, if I asked them to speak anything, they were speaking ungrammatically. Sociolinguistic competence involves how to produce and understand discourse in different situations. Discourse competence involves the rules of cohesion and coherence. Strategic competence involves how the speaker uses language to achieve communicative goals. These four aspects are the main points of whether English learners want to speak English.

In this pandemic, since the dangerous virus was first discovered in Wuhan, South China in November 2019, the Indonesian government has taken the necessary actions to closely observe the World Health Organization (WHO) report on the global COVID-19 outbreak. Worldwide. Four days after the WHO confirmed the COVID-19 pandemic, on March 15, 2020, President Joko Widodo implemented some policies to achieve social isolation in society. He urged the public to work from home, study and conduct religious activities from home.

A pandemic is a disease that spreads in many countries around the world at the same time (Roxby, 2020). This situation has affected all sectors including education. Indonesian Minister of Education and Culture Nadiem Makarim issued a circular to schools and other educational institutions, including higher education, to temporarily suspend the school's regular teaching and learning activities and encourage online learning Class at home. Students are forced to study at home because face-to-face learning is eliminated to prevent the spread of COVID-19. He suggested that teachers use various e-learning platforms, such as Rumah Belajar, Quipper School, Ruang Guru, Edmodo, Google Classroom, Zoom, Google Meet, etc. Nowadays, those online learning platforms are popular in Indonesia because they are widely used and installed in Indonesia.

Google meet is one of applications teachers need to be familiar with. This application is developed by Google Inc. as part of its Google for Education initiative in addition to other applications such as Gmail, Google Drive, Google Doc, Google Classroom, or Google Calendar. Like other chat applications such as Skype or Yahoo Messengers, Google Meet is an excellent service that enables both one on one and group chats at the time. Some particular features from Google Meet are not only good for general chat purposes, google meet an interesting application to use by teachers to have a virtual class. Google meet allows teachers to interact virtually with learners in online learning. Online learning has become one of the most current and potential problems.

The term "online learning" is related to 21st century education. The European Commission (2001) interpreted it as the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating

access to resources and services, as well as remote communication and collaboration. Today, the terms "21st century education" and "21st century skills" are widely known. The concept of 21st century education recommends that teachers improve their teaching to ensure that their students meet the requirements of 21st century skills. Relevant skills are expected to build students' ability to compete for careers and a better life, skills for lifelong learning and creative innovation, and skills for literacy, information, media, and technology (Suhardi, 2012). Orlando and Attard (2015) report that: "Technical teaching is not a unified method because it depends on the type of technology used at the time and the content of the course taught".

In addition, teachers should combine technology with content and teaching methods in the teaching process. The characteristic of 21st century learning is that students have the ability to develop social skills, one of which is the appropriate use of ICT tools technical skills (Hwee et al., 2016). Therefore, teachers should be able to use technology to meet the learning needs of students, thereby exerting greater creativity. Not only should the teaching process take place in the classroom, but both teachers and students can use technology to promote language learning materials. Teachers can ask students to use their gadgets (such as smartphones or laptops) to do useful and meaningful things.

Based on the explanation above, the researcher interested in conducting a research entitled "Students' Perception of Using Google Meet for Speaking Skill in Online Learning during COVID-19 Pandemic at The Twelfth Grade Students of SMAN 3 Jambi".

1.2 Problems of the Research

Based on the explanation elaborated above, the research attempts to formulate the problems as follow:

1. The students have lack of grammar, including vocabulary and pronunciation.
2. The students have lack to develop their speaking skill during online learning.
3. In this pandemic, the students are forced to learn from home through online learning to prevent the spread of COVID-19

1.3 Limitation of the Research

The problem that will discuss in this research is focus on students' perception of using google meet for speaking skill in online learning during covid-19 pandemic at the twelfth grade students of SMAN 3 Kota Jambi in academic year 2020/2021.

1.4 Formulation of the Research

In the problems found by the researcher, question appear about the problems to be solved is "What is the students' perception of using google meet for speaking skill in online learning during covid-19 pandemic at the twelfth grade students of SMAN 3 Kota Jambi in academic year 2020/2021?"

1.5 Objectives of the Research

According to the statement of the problem above, the research has the purpose appropriate to the background that the purpose of this research as follow "To find out the students' perceptions of using Google meet for speaking skill in online learning during covid-19 pandemic at the twelfth grade students of SMAN 3 Kota Jambi in academic year 2020/2021".

1.6 Significance of the Research

This study is expected to be beneficial for several parties as follow:

A. For researcher

The results of this research can be used as a way to develop the knowledge and experience of researchers.

B. For student

This research is expected to be useful for students to get more information and knowledge by practicing the language using google meet in online learning.

C. For teacher

This research can useful for English teacher to enhancing their understanding about student perceptions of using google meet for speaking skill in online learning.

1.7 Definition of Key Terms

To provide unambiguous information in this study, there are some terms regarding to the topic which need to be clarified, they are as follows:

A. Perception

Perception is the process before the sensing process, which is the process by which individuals receive stimuli through sensory devices, which is also called the sensory process. But this process will not only stop, but will continue to stimulate. The next process is the perception process (Walgito, 2010: 99).

B. Google meet

Based on Wikipedia, Google Meet is a video communication service developed by Google. Google meet was published in 2017.

C. Speaking skill

Speaking is an oral language used to communicate with others. Speaking includes expressing language to convey meaning (Nunan, 2003). Speaking skills are skills that enable us to communicate effectively.

D. Online learning

Online learning is defined as learning from a distance with the assistance of electronic devices (such as tablets, smartphones, laptops, and computers) that require an Internet connection (Gonzalez & Louis, 2018).

E. COVID-19 pandemic

Coronavirus disease (COVID-19) is a new type of virus that has never been found in humans. Coronavirus is a zoonotic disease (which can be transmitted between animals or humans) (General Administration of Disease Control and Prevention, 2020: 11). The Covid-19 pandemic first appeared in Wuhan, China at the end of December 2019, and began plague in Indonesia in early March 2020.

CHAPTER II

REVIEW OF LITERATURE

2.1 Definition of Perception

Every person in this world has many different opinions toward something, because a person looks at something as an object at different view. Therefore, no one has persisted opinion in judging something. The way of judging something by their opinion is familiar with the term of perception. Commonly, perception is the way how of a person think or understand about someone or something. In line with this statement, Merriam (2013) has given a definition of perception as the way that someone notice or understand something using of the senses. She stated that perceptions can be influenced by expectations, need, conscious ideas, values, and conflicts. As Gregory (1970) stated, perception involves making inferences about what someone sees and trying to make a best guess. He believes that prior knowledge and past experience are essential to perception.

Cherry (2003) stated that perception is humans' sensory experience of the world and involves both the recognition of environmental and actions in the responses. Perception not only creates the experience of the world but it also allows acting within the environment. Perception in this case is what sows up for someone. That is not so much a matter of what is happening inside on the experience, but how someone is achieving or failing to achieve access to what is going on around. In addition, talking about perception, it is closed to activity of sensing, interpreting and appreciating objects both physical and social (Young, 1985:59). He mentioned perception includes how are we perceive an object in the real world.

Jacobs et al. (2004: 231) call perception one of the most important elements of effective teaching. Learning can only happen after being stimulated. Everyone is stimulated every day that affects different senses. Hamacheck (1995: 199) defines perception as how the individual feels the stimulation of the sensory receptors of the surrounding world. What you experience consciously is not always the same as a visual or tactical auditory experience. People's perceptions will be influenced by the way they see the world around them. Therefore, the individual's interpretation of sensory stimuli will be influenced by their own opinions.

While Angell (1906) says “Somehow, our former perceptions are taken up and incorporated into our present perceptions, modifying them and molding them into accord with the past”. It means that perception is gotten by gathering old information and newest information. The previous information that gathered from five senses saved on people’s brain and compares it with the new information, so called as perception. Sari (2016:7) said that “different perceptions from person to another are influenced by their interests and needs”.

When learning English, students’ perception is very important to support the learning process. According to the description of McGoldrick and Caffrey (2009) cited in Akande (2009), student understanding can be understood as the student’s ability to prove their point of view and distinguish it from the research presented in the classroom. Students' knowledge of the teacher's subject knowledge, work attitude and teaching skills depends entirely on the knowledge taught to them by the assessed teacher and familiarity with them. Therefore, they have been engrossed in memories and reactions, and the data collection checklist

will measure these memories and reactions (Allport, 1976; Gadver et al., 1990, Adediwura and BadaTayo, cited in 2007).

According to Michael (1999), perception is the feeling and thinking of things and processes. In addition, the definition of perception can be found in Searle, quoted in Blake and Sekuler (2006): "Perception is a person's (student)'s perception of conscious and unconscious specific things, whether it is sight, hearing and thinking, it is carried out by a process. Caused by. On the brain." In other words, perception is how people think about things they think are real. This means that perception refers to a person's feeling or perception of an object. In other words, the perception of students may be an important factor supporting the teaching process itself.

2.1.1 Types of Perception

There are two types of perception, positive perception and negative perception (Robbins, 2013). The difference between positive and negative perception is explained as follows:

1. Positive perception

Positive perceptions are human perceptions of things, with positive assessments or expectations of the objects they perceive.

2. Negative perception

Negative perception is the perception of an individual through a specific object or information with negative expected by the intended object or the opposite.

2.1.2 Factors Affecting Perception

According to Walgito (2003: 54-55), perception is affected by categorized factors, such as:

- a. External factors are the stimuli and characteristics that stand out in the area behind the objects that constitute the subtle objects of certainty or unity, including: society and environment.
- b. Internal factors, factors related to self-ability, these factors come from the relationship with aspects, psychology, intelligence and body.

According to David Krech and Richard Crutfield in Jalaluddin Rahmat, the factors that determine perception are divided into two, namely functional factors and structural factors. 1) Functional factors are factors derived from needs, past experience and other factors, including what we call personal factors. The factor that determines perception is the functional object that satisfies the realization of each goal of perception. It is determined that perception is not the form or type of stimulus, but the characteristics of the person responding to such stimuli. 2) Structural factors are factors derived only from the physical properties of stimuli. These stimuli are caused by the individual's neural influence on the nervous system. If we want to understand a certain event, structural factors determine the understanding of Gestalt theory. Therefore, we cannot examine the factors of separation, but rather look at the overall relationship.

2.1.3 The process of perception

Chaplin in Kartono (1997: 358) says that the process of perception begins with attention, and this is the process of selection. Mahmud (1990: 41) proposed that the perceptual process involves the sensory process, which is the process of

receiving stimulation through the sensory organs and the perceptual stage. The second stage is called perception, which is the further step of observing the environment aimed at understanding or understanding objects and events. Dakir (as cited by Sujiyana, 2001: 7) divides the perception process into three steps. First, the sensory organs have a choice of stimulation. The second step is interpretation, the process of organizing information until he or she gains meaning. Then, this process reacts. As a result of the interpretation process, it is an act. The reaction can be positive or negative.

The process of perception According to Walgito (2002), perception goes through a process, that is, through the following stages: 1) The object or cause a target stimulus, and the stimulus is then captured by the sensory organs. This process occurs naturally and is related to the physical aspects. This process is called the wrong world process. 2) Stimulate the objects received by the sensory organs, and then distribute them to the brain through the sensory nerves. The process of delivering stimuli to the brain is called the mental process, which is a normal functioning sensory organ. 3) The brain is stimulated to further process the process by which the individual realizes that the sense organs receive the object. This process is also called the psychological process. In this case, there is a perception process in which the individual learns and recognizes objects based on the sensory stimuli of the instrument.

2.2 Definition of Speaking

When learning English, speaking is a kind of ability that students must master. As supported by Ur (1991: 120), out of all four skills (listening, speaking, reading, and writing), speaking seems to be the most important one intuitively.

Speaking itself is a kind of verbal communication, used to convey information. Through speech, we can express our thoughts to others. It can also be used as a communication tool for understanding foreign languages. In this research, some experts in language learning put forward many oral definitions.

Morris (2011) said that talk serves as a natural way of communication between member of the community, both for the expression of the mind as a form of social behavior and as a natural way of communication. Talk can be done if there are two or more people in the field of communication. According to Burgess (1994), speaking is an activity in which someone is talking about something or tells others about something that interested. Speaking is a skill that in used by someone to talk in daily life, whether at school or outside (Heubner.1999).

According to Bailey (2005), speaking is the productive oral skill. It consists of production systematic verbal to convey meaning. Brown (2001) defined speaking ability in language class is the ability to express ideas, feelings, opinions, and wishes in carrying out speaking task in the classroom.

Tarrigan (1981: 15) said that the focus of speaking is communication, so we must effectively convey thoughts and feelings, and speakers must understand the meaning of communication so that others can understand what they are talking about.

Richards and Renandya (2002:204) stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. Moreover, nonlinguistic

elements such as gesture, body language and expressions are needed in conveying messages directly without any accompanying speech.

From some definitions above, the researcher concluded that speaking is a systematic process of constructing meanings, ideas and thoughts to other people based on the context orally and effectively.

2.2.1 The Aims of Speaking

The main purpose of speaking is to communicate. Spoken language is an important tool that can be used to communicate or convey things that the speaker will speak to their society. This is why speaking is important. Basically, there are three important aims of speaking (Tarigan, 2008: 30-36):

A. To inform

Informing means that the speaker wishes to convey and share ideas, information, process feelings or opinions to the audience, and to provide knowledge specifically for specific purposes (Tarigan, 2008: 30). In this case, the speaker just wants to tell one fact.

B. To entertain

To entertain means that the speaker wants to make the audience happier, and these materials are mainly selected according to their entertainment value (Tarigan, 2008: 32). For example, when the teacher tells a story to the students, the parents tell the children interesting stories. By doing this, the audience will hear the words more interestingly.

C. To persuade

To persuade means that the speaker tries to confirm what the audience did in certain activities (Tarigan, 2008: 35). Teachers must teach students well by

providing them with role models. From the examples, students can understand the mentality of the course and actively participate in the course. These activities require actions that make the listener interested in performing the actions that the speaker wants.

2.2.2 Component of Speaking

In speaking skill, the component is used to complete the skill. There are five component of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are:

A. Pronunciation

Jill (2008: 66) pointed out that the understanding of phonetic features helps learners understand when listening to language. Although learners don't necessarily need to pronounce English perfectly and are sufficient to help others understand them, they can also help them produce the language more accurately. This means that it will cause misunderstandings for the invited listeners, and the message will be communicated, lost and difficult to understand.

Harmer (1998: 11) stated that users of this language must know how to say a word, that is, how to pronounce the word. This means that users of the language must know how to pronounce a word well. This knowledge consists of three aspects: voice, pressure and intonation.

B. Grammar

Students need grammar to arrange the correct sentences in the dialogue. According to Jill (2008: 24), grammar is a description of the language system. It shows us how to sort words in a sentence, how to combine them and how to change the form of words to change their meaning. The unification of grammar

also tends to acquire verbal and written language expertise in the correct way. Those who master grammar will know how to arrange words in a sentence and then use the correct tense. Therefore, this grammar is one of the components of creating a good sentence.

C. Vocabulary

According to Jill (2008: 53), vocabulary can be expressed in dialogues and reading paragraphs. In these dialogues, new words appear in the context and are combined with other words. Mastering the vocabulary will help us become a good speaker and listener, because when we have a lot of vocabulary, we can arrange sentences. According to the above explanation, vocabulary is so important for both the speaker and the listener.

The speaker can speak fluently when he has a large vocabulary. In addition, when the speaker has a lot of vocabulary for the listener to understand, the listener can understand what the speaker said. If the speaker can develop the speaker's vocabulary, then the listener will also appreciate the speaker.

D. Fluency

Fluency can be defined as the ability to speak accurately. According to Jill (2008: 27), fluency conveys information. Even though, we must speak fluent language because the audience can respond to what the speaker says. In other words, we must consider that language issues have greatly enhanced speech and fluency.

This means that if the language model is grammatically correct, the listener will understand the speaker's speech. Therefore, we must consider both grammatical patterns and oral fluency.

E. Comprehension

In the teaching process, the teacher must speak clearly in order to understand the students. Teachers need to understand the nature of understanding and the process of understanding as we currently do. Understanding is an integral part of speech, and we need to avoid misunderstandings between the speaker and the audience.

At the same time, according to Vanderkevent (1990: 8), there are three components of speaking.

a. Speaker

The speaker is the person who produces the sound. They can be used as a tool to express opinions or feelings to the audience. Therefore, if there is no speaker, this feeling or opinion will not be expressed.

b. Listener

The listener is the person who receives or gets the opinions or feelings of the speaker. If there is no listener, the speaker will express their thoughts through writing.

C. Utterances

Utterances are words or sentences produced by the speaker to express opinions. If there are no words, both the speaker and the listener will use symbols.

2.3 Definition of Teaching Speaking

According to Brown (1994:3) states that teaching is guiding and facilitating learning enables the learner to learn setting condition for learning. It means that teaching is the process of teacher to guide the students to create a good condition in the process of teaching and learning in the classroom.

According to Carrasquillo (1994:61) teaching is an activity that involves teacher and learner in interaction. Teaching English is one way to deliver some knowledge and share some information needed. According to Oxford Dictionary (2011:455) teaching is an activity to give lesson to somebody. By teaching activity, the students can improve their languages acquisition either in classroom or out of classroom.

According to Harmer (2007:123) stated there are three reasons for teaching speaking, they are:

- a. Speaking activities provide rehearsal opportunities chance to practice real life speaking in the safety of the classroom.
- b. Speaking task in which students try to use any oral all of the language they know provide feedback for both teacher and students.
- c. The more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these element become.

The process of teaching speaking can be carried out in several stages. Scott (1981) mentioned three stages of completing teaching speaking. The first stage is to state the goal. The teacher must explain what operation the student will learn. When students understand the learning objectives, the teaching will be conducted in a communicative manner. The teacher can directly tell the students the purpose of the course. It is advisable to provide clues to students' brainstorming goals. Another method is to use visual aids to attract students' attention and participation.

The next stage is the demonstration. One thing to consider at this stage is that all the language operations that will be performed in this lesson will be presented in context. It is very important to be clear about the language project. In order to contextualize language projects, teachers can use text, videos, audio recordings or pictures in the form of transactions such as native speakers.

The last is practice and production. In this stage, students will be drilled and checked to see if they understand what they have learned by repeating the language spoken in a chorus, and then turn to individual answers. Teachers will guide students by providing them with information gaps and feedback. Moreover, the students' answers are not only from the perspective of grammatical accuracy, but also in terms of the appropriateness and acceptability of the language.

Then, some important points should be considered when talking with young learners. The first thing to consider is who the learners are and why they should learn. The clear goal is next. At the end of the course, students can at least do something in spoken English. Third, since the ultimate goal of learning spoken language is communication, students are expected to use all the materials provided to students in their daily lives, such as vocabulary, grammatical structure and other language items. The role of the teacher in oral learning is to create activities in which students can practice and apply the knowledge they have learned orally. In other words, it is time for students to practice communication.

2.3.1 Principles of Teaching Speaking

Students need to teach oral English. According to Brown (2007), the principles of oral teaching depend on the goal, focus on fluency and accuracy, provide intrinsic motivation techniques, encourage the use of real language in

meaningful contexts, provide appropriate feedback and corrections, and fully Using the connection between natural speaking and listening, students have opportunities for oral communication and encourage the development of oral strategies.

Nunan (2003: 54) pointed out that there are five principles of oral teaching, they are: 1) Pay attention to the difference between the second language and foreign language in the learning environment. 2) Give students the opportunity to practice fluently and accurately. 3) Provide opportunities for students to talk through group cooperation and matching work. 4) Plan oral tasks involving meaning negotiation. 5) The design of classroom activities involves instruction and practice in communication and interactive oral English

According to Brown (2001: 275-276), there are seven principles for designing teaching speaking.

- a. Use techniques that cover the range of learner needs, from language-based accuracy to message-based interaction, meaning and fluency.
- b. Provide intrinsic incentive technology.
- c. Encourage the use of real language in meaningful environments.
- d. Provide appropriate feedback and corrections.
- e. Use the natural connection between speaking and listening.
- f. Give students the opportunity to communicate verbally.
- g. Encourage the development of oral strategies.

2.4 Definition of Google Meet

The COVID-19 pandemic has accelerated the global digital transformation. Students are forced to stay at home and learn through video

communication services such as Google Meet. Google Meet, formerly known as Google Hangouts Meet, is Google's enterprise video conferencing software, which is provided as part of G Suite and is also available to Google users for free. Meet provides features not present in Hangouts, such as real-time subtitles, and supports up to 250 participants and 100,000 live-streaming viewers. Hangouts can only make video calls with up to 25 participants. Google users can go to [met.google.com](https://meet.google.com) to start a meeting, or use Google Chat or Google Calendar to book a meeting in advance.

Based on the definition, Google Meet is a website and application for iOS and Android. Meet can replace Google Hangouts video chat. Google Hangouts used to be a unified communication tool that handled both text and video. For some time now, the real-time live video service Google Hangouts Live is also part of the system. Now, Google divides Google Hangouts into two different tools, Meet and Hangouts Chat. Google Meet is designed to allow dozens of people to participate in the same virtual meeting, and can talk to each other or share videos wherever they can access the Internet. It is only for teachers and students, and is a good way for learners to study at home. Google Meet organizers can share on-screen content with everyone in the call, and any participant can turn off their audio and/or video feeds at any time, no matter what they are willing to attend.

2.4.1 Google Meet for Online Learning

As COVID-19 turned our world into a more physically distant one, many people have begun to seek online video conferencing to keep social, educational and workplace connections. Google Meet is a better choice for working from home. It is safe and equipped with useful remote teaching functions, allowing you

and your students to learn remotely easily. When students and teachers cannot meet face to face, it does not mean that they cannot meet through video. When conducting e-learning/distance learning/distance learning, video has many advantages:

1. It provides the interpersonal relationships that are lacking in face-to-face teaching.
2. It helps us communicate more clearly with facial expressions, body language and intonation.
3. Quick and easy. Promoting recording and conversation can be much faster than other forms of communication.
4. This is a great creative channel. On many platforms, it is easy to incorporate ideas into videos.

2.5 Definition of Online Learning

The term "online learning" is widely used, but has many meanings. You can call online learning a tool that can make the teaching process more focused on students, more innovative, and even more flexible. Online learning refers to a situation of teaching and learning, in which (1) the learner is far away from the tutor/lecturer; (2) the learner uses some form of technology to access the learning materials; (3) the learner uses the tutor/ Techniques for lecturers and other learners to interact, and (4) provide some kind of support to learners (Anderson 2011a). Many teachings and learning in the online environment are similar to teaching and learning in any other formal education environment (Anderson 2011b). Online learning and teaching involve a variety of tools, resources, teaching methods, roles, organizational arrangements and forms of interaction,

monitoring and support, and many alternative and integrated combinations (Bates and Poole, 2003; Bullen and Janes, 2007; Bach, Haynes and Smith (2007). In this option, “the ability to change the time and place of educational interaction” (Anderson 2011b: 344) is an important source of flexibility. From a post-digital perspective, online education Blurring the boundaries between material, digital and human experience (Fawns 2019). In order to take full advantage of the opportunities provided by the online learning environment, instructional design and organization play an essential role (Anderson et al., 2001).

As students and teachers feel comfortable and discover the possibility of establishing and obtaining alternative learning opportunities, online learning continues to spread internationally (White, 2008). Online learning refers to a series of learning activities in subjects that provide knowledge access and exchange through the network. This term is specifically used to indicate a teaching method involving Internet technology. The online learning environment is not only useful for students to acquire knowledge and materials, but also establishes connections and collaborations between course participants (Krish 2008). Online learning is also considered to be the use of the Internet in obtaining information; interacting with content, teachers and other students; and getting help in the learning process to gain knowledge, meaning and progress through learning experience (Ally, 2008). Online learning is defined as learning from a distance with the assistance of electronic devices (such as tablets, smartphones, laptops, and computers) that require Internet connectivity (Gonzalez & Louis, 2018). In these environments, students can study anywhere (independently) and interact with tutors and other students (Singh & Thurman, 2019).

The pandemic has caused schools, colleges and universities around the world to close their campuses so that students can take social distancing measures (Toquero, 2020). Having said that, a smooth transition from a traditional education environment to remote and virtual learning cannot be accomplished at once. At this point, this rapid transformation is associated with various obstacles and challenges (Crawford, Butler-Henderson, Rudolph and Glowatz, 2020). But since no one knows when the epidemic will completely disappear, educational institutions around the world have decided to use the technical resources already available to create online learning materials for students in all academic fields (Kaur, 2020).

2.6 Covid-19 Pandemic

Zu et al. (2020) stated that in December 2019, an outbreak of corona virus 2 (SARS-CoV-2) infections was a severe acute respiratory infection that occurred in Wuhan, Hubei Province, China and spread throughout China and beyond. On February 12, 2020, WHO officially referred to the disease caused by the novel corona virus as Corona virus 2019 (COVID-19). Corona virus Disease (COVID-19) is a new type of virus that has never been identified in humans. Corona virus is a zoonosis (can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020:11).

The Minister of Education and Culture Nadiem Anwar Makarim issued Notice No. 4 of 2020 concerning the implementation of Emergency Corona Virus Education (Covid-19), one of which emphasizes the development of online learning (Remote) To provide a meaningful learning experience for students, without having to bear all the course grades required to complete the course and

graduate. The focus of online or distance learning is to improve students' understanding of the corona virus and the Covid-19 outbreak. Students' learning activities and tasks may vary according to students' interests and conditions, including learning opportunities at home or gaps in learning facilities. During the Covid-19 pandemic, all activities are carried out at home, including learning. As a result, the activities leading to direct contact are reduced, so the virus will not develop rapidly. The government also urges everyone to keep their distance from society to minimize the spread of this virus.

2.7 Previous Studies

There are some previous studies which are relevant to this study. The first research was done by Afief Fakhruddin. His research was conducted in 2018 entitled "*Using Google Meet in Teaching Speaking English departments' students in semester four of Universitas Majalengka*". This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the twenty-two students. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of speaking. Meanwhile, the quantitative data were acquired through test. The research finding showed that the use of google meet as the teaching media combined with the use of speaking activities and classroom English was proven to be effective to improve the students' speaking skills. The improvement of students' speaking skill can be identified from the improvement of speaking skill achievement. Students showed improvement in speaking skill. Students' self-confidence was

increased. They were not afraid of making mistakes. It means students have good perception of using google meet.

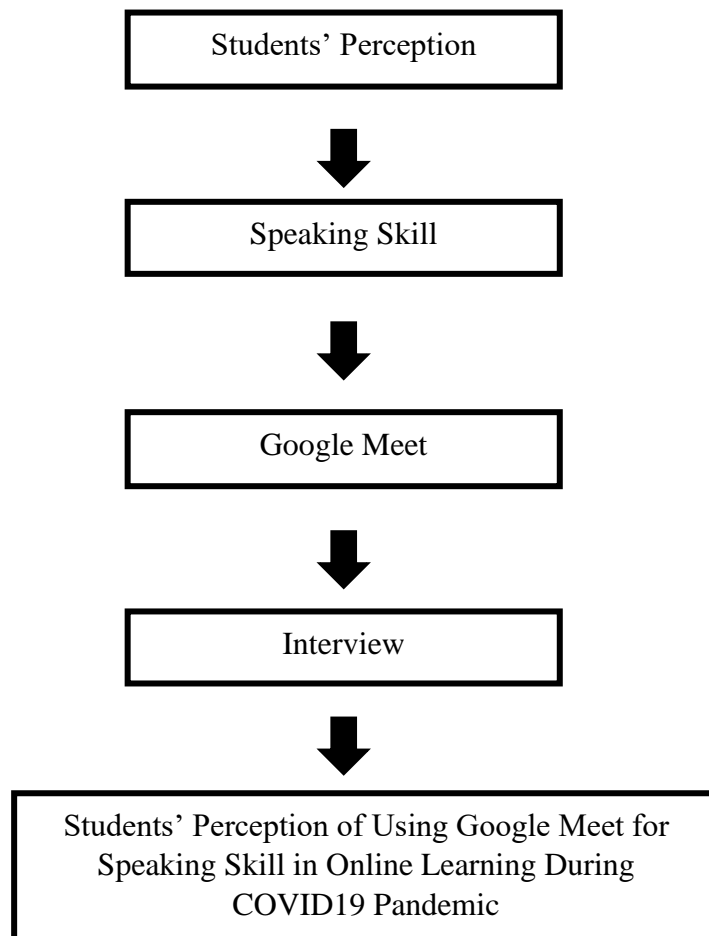
Second, the research was done by Hazwanie Hashim, David WK Chong, Hui Meng Er, Pran Kishore Deb, Pei Se Wong, Mun Sun Lee, Mari Kannan Maharajan, E Lyn Lee, Hasnain Zafar Baloch. Their research was conducted in 2017 entitled “*Students’ Perceptions of Live Online Virtual e-Problem Based Learning (LOVE-PBL) using Google Hangouts*”. This was a mixed-methods approach study conducted at the School of Pharmacy, International Medical University, Kuala Lumpur, Malaysia. The study evaluated students’ perceptions and experiences following the LOVE-PBL through a quantitative questionnaire study, then obtained in-depth insights of representative students through focus groups. The result of their research showed that More than 70% of participants agreed that learning outcomes were met using the Google Hangouts platform, and 50% felt that the ability to record the sessions was useful for learning and reflection. The major factors for effective online PBL were reliable internet connectivity, a conducive environment, and technical familiarity with the chat application and its functionality.

Next, the research was done by Duygu Candarlia, H. Gulru Yuksel. Their research was conducted in 2012 entitled “*Students’ perceptions of video-conferencing in the classrooms in higher education*”. The participants of the study were 36 students who studied English Language Teaching at Yildiz Technical University. The video-conference based lecture was delivered by a native speaker of English who lived in Spain via Skype. The topic of the live lecture was developing personal learning network for English teachers. The student pre-

session questionnaire was distributed to the students before the session so as to identify their basic demographic information and their expectations before the session. The student post-session questionnaire was implemented after the live lecture to find out their perceptions of videoconferencing and to learn whether the session met their expectations or not. The results indicated that students tend to have a negative attitude towards both using video-conferencing in the class themselves and having videoconferencing in their classes at the university. The study is of vital importance as it can reveal how prospective English teachers will deal with technology in their own classes in the future.

The similarity of this research with three of previous studies above is the focus of the students' perception but there are some differences in the research method, the first previous research used qualitative and quantitative data. The qualitative data were obtained by observing and the quantitative data were acquired through test. The second previous research used quantitative questionnaire study, and then obtained in-depth insights of representative students through focus groups. The third previous research used questionnaire. While in this study the researcher uses interview to find out the students' perceptions. The researcher also takes different place. This study the researcher determines in SMAN 3 Kota Jambi.

2.8 Conceptual Framework



Based on the literature review, as we all know, speaking is a kind of ability that students must master. Speaking itself is a kind of verbal communication, used to convey information. Through speech, we can express our thoughts to others. It can also be used as a communication tool for understanding foreign languages. In the pandemic, due to Covid-19, students are forced to stay at home and study at home. As Covid-19 turns our world into a world farther away, many people have begun to seek online video conferencing to keep social, education and workplace connections. When students and teachers cannot meet face-to-face, it does not

mean that they cannot do it through video. Google Meet is a better choice for teaching at home. Many students' perception of using google meet for learning speaking. In teaching learning, students' perception is important to support the learning process. Perception is what people think of what they think is real. This means that perception refers to a person's feeling or perception of an object. In other words, the perception of students may be an important factor supporting the teaching process itself. In this study, researcher want to know students' perception of using google meet for speaking skill.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The design of this research is qualitative research. The design used in this study to explore the perceptions of students. Merriam (2009) stated, “Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world”. In relation to this study, a qualitative research method provided answers as to how the students perception of using google meet in online learning during covid19 pandemic. According to Creswell (2013), qualitative research is “an inquiry process of understanding based on a distinct methodological tradition of inquiry that explores a social or human problem. The expectation was that each participant would provide information that was unique to his or her experiences. This study chosen the phenomenological approach; phenomenological approach deals with the understanding of how a daily, inter subjective world (the world of life). Phenomenology aims to interpret social actions in the world of social life (Heilman, 2018). This study is a direct excavation of participant experience without being affected by previous or research theory and need not test the previous assumption. According to Ary et al. (2007:461), “A phenomenological study is designed to describe and interpret an experience by determining the meaning of the experience as perceived by the people who have participated in it”. This information then can be used to identify any similarities or differences that may exist.

The collection of qualitative data in educational research has several positive results. Leech and Onwuegbuzie (2007: 560) have six advantages of using qualitative research: 1) It provides naturally occurring information, which can further deepen the understanding of phenomena. 2) Consider the context setting, because the data collection method is personal and close (for example: interview, direct observation). 3) It reveals the complexity of the environment and solves this phenomenon as a whole. 4) The data collection time is very long, and the process can be analyzed longitudinally. 5) It is usually based on people's life experience, allowing researchers to interpret data based on what people bring to them. 6) Consider the cross-cultural negotiations that occur when individuals and groups seek solutions.

3.2 Setting of the Research

For the collection of research data, the researcher determines in SMAN 3 Kota Jambi. The school is located in JL. Guru Mukhtar, Jelutung, Jambi City. The researcher chooses this school because researcher has practiced teaching here before. This school as well as a place to do activity PPL (teaching practice).

3.3 Subject of the Research

The subject of this research is the XII MIPA 1 of students SMAN 3 Jambi in academic year 2020/2021 which consists of 26 students, 16 females and 10 males. This research used purposive sampling that mean researcher take sampling who can give the data researcher want. Researcher take 2 students are high score English subject, 2 students in the middle score and 2 students are low score in

English subject. The totals are 6 students. Researcher got the data from their English teacher.

3.4 Research instrument

One of most important activities in doing research is how to get and collect the data needed. Instrument is tools that are required to get information. Gay and Airasian (2000: 145) stated that instrument is a tool that is used in collecting data. The research instrument of this study will be using interview.

3.4.1 Interview

Interview is one of the most commonly recognized form of qualitative research instrument (Mason, 2002). Ary et.al (1985: 342) stated “In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent”. Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But it can be conducted face to face or through via electronic. Understanding the world from the subjects’ point of view, unfolding the meaning of people’s experiences, uncovering their lived world prior to scientific explanation are the attempts of qualitative research (Kvale, 1996: 1). Interview can be defined as a conversation with purpose (Kahn and Cannell, cited in Marshall and Rossman, 2006). Interview process was done to gain the necessary data dealing with the research (Alwasilah, 2006: 191). In this study, the researcher used a semi structured interview. This type of interview was used to find opinions more openly. The researcher conducted an online interview via call phone, because the covid19 pandemic period caused difficulties in conducting face to face interview.

3.5 Technique of Data Collection

Data collection method is the way that researcher do for collecting the data in the research. In phenomenological research methods, data collection needs to focus on how the participant experiences the phenomenon. The technique of data collection of this study will be using interview. To collecting the data from interview, the researcher used procedures, they are: 1) Preparing the research instruments before doing the interview. 2) Consulting the research instruments with advisor. 3) The researcher also preparing recorder to record answers of informants. 4) The researcher recording answers of informants. The use of recorder is under the subject permission.5) The researcher writes interview transcript based on the result of recording.

3.6 Technique of Data Analysis

Helaludin and Wijaya (2019:123) describe several stages/ techniques in analyzing data, as follows:

A. Data reduction

In qualitative data collection, the researcher used various techniques and carried out repeatedly to obtain very large and complex data. Because the data obtained in the field are still very complex, still rough, and not systematic, the researcher need to do an analysis by reducing the data. Data reduction means making a summary, choosing a theme, making certain categories, and patterns so that it has meaning. Data reduction is a form of analysis to sharpen, select, focus, discard, and organize data in the direction of making conclusions. Data will be selected and reduced so that only relevant data is used.

B. Data display

Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of summaries, charts, relationships between categories, patterns, and others so that it is easily understood by the reader. Data that has been arranged systematically will make it easier for readers to understand the concepts, categories, and relationships and differences of each pattern or category.

C. Conclusion

The third step in the interactive model is decision making and verification. In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. But if the conclusions that have been drawn are supported by valid or consistent evidence, then the conclusions drawn are flexible. The conclusions of the results of the study must be able to provide answers to the formulated problems. In addition to providing answers to problem formulation, conclusions must also produce new findings in the field of science that did not yet exist. These findings can be in the form of a description of an object or phenomenon that was previously still vague after examination becomes clearer, it can also be a hypothesis and even a new theory.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Findings

This chapter presented findings and discussion of how student's perception of using google meet for speaking skill in online learning during covid-19 pandemic at the twelfth-grade students of SMAN 3 Jambi. The findings were obtained from the interview.

Based on the interview results from six students, there were various perception about used google meet for speaking skill in online learning during covid-19 pandemic, there were positive and negative response, can be seen from record that have been analyzed by the researcher, it described as follow:

In the first question, researcher asked students' perception of learning speaking using google meet in online learning during covid19 pandemic. They shared:

“In my opinion, it's good because Google Meet is not like zoom, zoom has a time limit, while Google Meet does not have a time limit. So, for example, speaking, it makes us more concentrated and during the pandemic, this is one way so that we can meet face to face indirectly. So, in my opinion, Google Meet is good, miss” (#student1).

Student 1 stated that using google meet in this pandemic is good because it can make her be more concentrated in learning speaking because google meet does not have limit time. Even though they cannot face to face directly but they can face to face virtually using google meet in this pandemic.

“I think learning speaking using google meet is good for practicing fluency in speaking during online class” (#student2).

Student 2 said that using google meet for speaking is good for practice his fluency during online class.

“It's good, because we can learn language anywhere and whenever, in the pandemic, we learn it online so the difference is only online and offline.” (#student3).

Student 3 said that using google meet for learning speaking is good because she can learn language anywhere and whenever. In these pandemic students have online class, so the difference is only online and offline.

“Actually, it's good, miss, because the condition is pandemic like this, it's good because you can meet face to face virtually like that” (#student4).

Student 4 said that using google meet for speaking in this pandemic is good because they can face to face virtually.

“In my opinion, for speaking the interaction must be more real, we talk and immediately respond, on Google Meet, if the connection is bad, the interaction gets stuck, so those who can usually get the knowledge of speaking are less knowledgeable.” (#student5).

Student 5 said that the interaction of speaking must be more real and on google meet the interaction can stuck because of the connection, so she got less knowledge.

“Google Meet is very helpful, not only listening the voices but also being able to see directly the face, so the voice we hear is the same as what we see” (#student6).

Student 6 said that using google meet in this pandemic is very helpful because she can hear voice and see her friends face directly on screen.

In the second question, researcher asked did students enjoy learning speaking using google meet in online learning during covid19 pandemic. They shared:

“Yeah, I enjoyed it, because it's a pandemic like this, we rarely meet face to face, so there are those who meet face to face virtually like this so be happy and miss friends” (#student1).

Student 1 stated that she enjoyed learning speaking using google meet in online learning during the pandemic. She rarely meets her friends in this pandemic so it made her be happy to learning virtually using google meet.

“Yes, I enjoyed, because studying at home does not have any burdens.” (#student2).

Student 2 stated that he enjoyed learning speaking using google meet because if study at home he does not have any burdens.

“Of course, I enjoyed it, because the time is more flexible and relaxed, if at school is more tired” (#student3).

Student 3 said that she enjoyed learning speaking using google meet because the time is flexible and relaxed and she said that if study at school can be more tired than at home.

“Yes, I enjoyed it miss” (#student4).

“Enjoyed it, I usually feel nervous, especially speaking in front of the class, seen by all my friends, I feel nervous miss, but if on google meet I enjoyed it because I am more confident, for example I don't want to be seen by other people, I just need to pin interlocutors so I can talk with him/her both” (#student5).

Student 4 said that he enjoyed learning speaking using google meet in online learning during this pandemic, and then student 5 stated that she also enjoyed it because it can make her be more confident than speaking in the classroom.

“So far, I enjoyed it, in times like this we can't demand conditions, we can't meet people face to face, google meet is helping because there we can meet friends, practice speaking so we can interact like in the classroom.” (#student6).

Student 6 said that she enjoyed learning speaking using google meet during the pandemic because in this pandemic she cannot meet her friends but with google meet she can meet her friends, practice English and interact like in the classroom.

In the third question, researcher asked teacher's role in explaining English material through online learning using google meet. They shared:

“Good miss, because miss also made ppt” (#student1).

“Yes miss, the material is well explained and the material from ppt is also seen” (#student2).

“Yes of course, the teacher explains the material well using a PowerPoint that is made easy to understand” (#student3).

“For some teachers who explain using google meet is good, miss” (#student4).

“Yes, great miss, because the first one used ppt and then ppt was also explained, not reading ppt, there was also adding material outside of ppt which we thought was good, because most teachers explained it but read ppt so it was like we read it ourselves.” (#student5).

“Yes good, because miss use PowerPoint, then we also don't just hear your voice talking, right? If we just hear the voice, we get sleepy but this has written material so you can read it” (#student6)

All students stated that the teacher explained material well through online learning. They could understand the material easily. Teacher explained English material used power point and presented live on google meet.

In the fourth question, researcher asked the effectiveness of learning speaking using google meet in online learning during covid19 pandemic. They shared:

“hmm ... actually if you say it's effective, it's less because it's even more effective if meet face-to-face because the interactions are definitely more certain” (#student1).

“if you say it is effective, it is less effective this online class because it is effective in learning directly at school face-to-face between teachers and students” (student2).

“yes, effective because you can learn speaking anywhere and anytime” (student3).

“if it is like it or not, it must be done as effectively as possible” (#student4).

“less effective miss, because lack of knowledge” (#student5).

“if during the covid19 pandemic it was quite effective because it returned to the previous one, it could be real, the one talking to the same in the video” (student6).

Three students said that learning speaking using google meet in online learning during this pandemic was less effective. They thought it was effective if learning at school directly between teachers and students and the interactions are more certain. Student 5 said that lack of knowledge, she didn't get much knowledge as much in the school. Student 3 said it was effective because she can learn speaking anywhere and anytime. Student 4 said that it must be done as effectively as possible. Then, student 6 stated that it was quite effective because it could be real, the one talking to the same in the video.

In the fifth question, researcher asked an improvement in their speaking skill while learning through online learning. They shared:

“yes, miss improved because you were also asked to speak usually” (#student1).

Student 1 said that her speaking skill improved because when online class the teacher asked her to speak.

“if you say it has improved not really, so it's still like usual” (#student2).

Student 2 thought that his speaking skill not really improved, so it is still like usual.

“yes, increase because now there are many online classes” (#student3).

Student 3 stated that her speaking skill has improved. In this pandemic there are many online classes to learn English.

“yes, miss, because we also have courses outside so improved a little” (#student4).

Student 4 told that his speaking skill improved in online learning because he has taken a course during this pandemic.

“If during the online class, I think it doesn't improve, but during pandemic I have a lot of time to see my phone, and I like to watch movie with English sub title, so in my opinion, my speaking skills improved a bit because of that.” (#student5).

Student 5 said that during this pandemic her speaking skill improved because she has much time to see her phone and she likes watch English movie. So, her speaking skill improved because she taught herself at home during this pandemic.

“if speaking at schools, there are friends for the speaking test together, but during this pandemic it is said to have increased quite but not increasing but not decreasing because you know that this situation will not be for a while so you have to be self-aware, you have to practice yourself You can't go down, at least if it doesn't increase, don't go down, miss” (#student6).

Student 6 said that we have to aware with our skill, if our skill does not improve at least decreased. So, in this situation you have to practice more don't let your skill decrease.

In the sixth question, the researcher asked whether students were motivated and enthusiastic when learning speaking using google meet through online learning during the Covid-19 pandemic. They shared:

“Sometimes it's a bit embarrassed because those who listen all friends in class so afraid of word mistakes, but if there are assignments that are recorded, I'm enthusiastic.” (student1).

Student 1 said that if learning speaking using google meet is a bit embarrassed. She afraid of word mistakes, but if there are assignments that are recording, she was enthusiastic.

“if studying at home is less exciting, about of motivation, it is just like normally, about enthusiastic, it's also less, because it's better to study at school” (#student2).

Student 2 stated that he less of motivation and enthusiastic of learning speaking using google meet because study at home is not interesting, he likes study at school than home.

“yes, motivated and enthusiastic because I love speaking English” (#student3).

Student 3 told that she motivated and enthusiastic of learning speaking using google in this pandemic, because she loves speaking.

“because that's the only way, so we have to be motivated and enthusiastic, miss” (#student4).

Student 4 stated that we have to be motivated and enthusiastic because this is the way to learn speaking in this pandemic virtually.

“if enthusiastic yes miss, but if motivated is less miss” (#student5).

Student 5 said that she was enthusiastic learning speaking using google meet in this pandemic but motivated is less.

“learning speaking using Google Meet is fun because you don't need to be ready to go, it's also simple to prepare, sometimes I want to be active when online class on Google meet but I'm afraid there will be negative thoughts from friends, but so far I have tried to be enthusiastic and motivated while studying at google meet” (student6).

Student 6 said that she tried to be enthusiastic and motivated of learn using google meet. Learning speaking using google meet was fun sometimes she wants to be active student but she afraid her friends have negative thoughts about her like attention seeker.

In the seventh question, the researcher asked the advantages of learning speaking using google meet in online learning. They shared:

“It's like it's more real, if it's just recording there is no interaction, if on Google Meet there is an interaction so it's indirectly the same as face to face, it's more or less like this if we face to face, it also trains to think quickly and critically” (#student1).

“the advantage is that it's more relaxed because you have a lot of time at home” (#student2).

“because it's just at home so the mood is good, so speaking is also good because it's more relaxed so it be good mood” (#student3).

“the advantages are that we are not in a hurry, we have more time to relax, so studying is relaxed” (#student4).

“more confident, so we can know how our English voice looks like when we're confident” (#student5).

“That's because you can on cam so you can see the person and the voice directly, this is the real person” (#student6).

They stated that the time is flexible, more confident, relax, and the interaction is real because you can on camera see and hear directly. They could think quickly and critically.

In the eighth question, researcher asked the disadvantages of learning speaking using google meet in online learning. They said that sometimes the connection is bad, the talk must be repeated so that the interaction is stuck and the material obtained is not as much as in the school. They shared:

“There is a connection problem if an application like this, sometimes you don't hear it so you have to say it again” (#student1).

“the lack of material obtained is not as much as in offline schools” (#student2).

“can't meet people directly, seeing people's faces online and offline is different, because if you look at people's faces offline, we can see their expression directly” (student3).

“If you want to ask again, there are those who don't understand it, you can't because it's only the limit of class hours” (student4).

“repeated because of the signal factor, then sometimes cannot hear it clearly” (#student5).

“yes, most of all it's just because the person is speaking but it's not on cam so it's like this is true or not her/his voice, so I doubt that and sometimes the signal is bad so fighting over the same signal” (#student6).

The students said that sometimes the connection is bad, the talk must be repeated so that the interaction is stuck and they cannot hear it clearly. The material obtained is not as much as in the school. Then if the students didn't on camera, they doubt whether true or not her/his voice.

4.2 Discussion

Based on the interview result, the researcher found how are students' perception of using google meet for speaking skill in online learning during covid19 pandemic at the twelfth-grade students of SMAN 3 Jambi in academic year 2020/2021. Based on interview result showed that students gave positive and negative responses about learning speaking using google meet in online learning. The students said that learning speaking used google meet in online learning is good and helpful in this pandemic. They can learn language anywhere and anytime and with google meet the students not only hearing voice but also, they can face to face virtually. This is one of the ways teachers and students can stay face-to-face during pandemic. And then, students enjoyed the learning process. because there is no burden to study at home, the time is flexible, not tired like in school and can also make them more confident in learning speaking. It can be concluded that learning speaking using google meet was attracting and useful for the students in this pandemic.

Next, students' perceptions related to the teacher's role in explained English material through online learning is good or not. Based on the interview results, it is known that the teacher teaches them using google meet and also showed PowerPoints slides, it made the students easy to understand the material because they not only heard the teacher's voice which made the students bored but

also with the PowerPoint slides it makes teaching and learning more interesting. From the data, it can be concluded that according to students' perceptions, the delivery of material by teachers in learning English through online learning during the Covid-19 pandemic was good. This is because the teacher explained the material virtually well, not only giving assignments but without explanation.

Then, about student perception related to the effectiveness of using Google Meet in online learning for speaking skill during the Covid-19 pandemic. The students stated that learning speaking using Google Meet in online learning was less effective. They said that it is more effective to learn in school because the interactions are more certain, in online learning they do not get enough knowledge. One student said that was effective, she said that you can speak anywhere and anytime. And then about improvement in their speaking skill, from the interview results, it can be concluded that more students feel that online learning does not improve their speaking skills, this is due to the lack of interaction between the teacher and students and not as if face to face in the class. There are some students who agree if their English language skills improved because they want to study independently at home.

Next, whether students are motivated and enthusiastic when learning speaking using Google Meet through online learning during the Covid-19 pandemic. From the interviews, the researcher found the fact that some students were motivated and enthusiastic about learning speaking during the Covid-19 pandemic because this was the only way to keep learning because of the circumstances that did not allow them to go and study at school, but there were some students which is not motivated and not enthusiastic because they feel

learning at home is not interesting. It can be concluded that the motivation and enthusiastic of students in learning speaking using google meet through online learning during the Covid-19 pandemic is quite good, this is based on their awareness of the importance of learning during the pandemic.

The last, about advantages and disadvantages of learning speaking using google meet in online learning during covid19 pandemic. The students stated that the advantages are the time is flexible, more confident, relax, challenging and the interaction is like real. The disadvantages of learning speaking using google meet in online learning during covid19 pandemic is depending on internet connection sometimes the connection is bad, the talk must be repeated so that the interaction is stuck and the material obtained is not as much as in the school.

From the explanation about, the researcher found that Students' perceptions of using google meet for speaking skill in online learning during the Covid-19 pandemic are different. Using google meet during this pandemic has advantages and disadvantages, where the effects felt by students are also different. Based on data analysis, students' perception of using google meet for speaking skill in online learning during covid19 pandemic is quite good, and google meet is very helpful in learning during the Covid-19 pandemic.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The first perception is the positive perception of students about learning speaking using google meet through online learning during the Covid-19 pandemic, some of them stated that learning speaking while at home is good. They argue that this method is arguably quite effective because it is the only way out to keep learning online as long as the Covid-19 pandemic is still taking place in Indonesia, so they can still learn even if not directly in school. Learning speaking using google meet in online learning has many advantages, such as students can be more independent to learn so that they do not depend on the teacher, time and place to learn can also be flexible anytime and anywhere, but in this context, they must remain at home because of the regulations of government during the pandemic.

The second perception is negative perception. Some students said that learning speaking using google meet in online learning during the Covid-19 pandemic was less effective, as the material delivered by the teacher was not well received and lack of interaction between the teacher and students and not as if face to face in the classroom. And also learning speaking using google meet in online learning has disadvantages because it depends on internet connection because most applications and sites need internet connection, the problem is when internet connection is bad.

5.2 Suggestions

After concluding the research, the researcher would like to give some suggestions that can be considered as follow:

1. The Teachers

The teacher must try to deliver the best possible material during learning through online learning, so not only giving assignments but must be explained first. Using appropriate and more up-to-date learning media in online learning is also an important factor to motivate students so that the spirit of learning, especially in learning English during pandemic.

2. The Students

Students can further enhance the enthusiasm of learning by several ways such as not delaying work because of delaying one assignment then there will be more and more other assignments, and the last is keep study hard even though just study from home.

3. Other Researchers

This research is expected to be able to give benefits for other researchers as references or inspiration to conduct further research in this field.

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APPENDICES

APPENDIX 1

Interview Guideline

Student :

Class :

Date of interview :

1. What do you think about learning speaking using google meet in online learning during covid19 pandemic?
2. Did you enjoy learning speaking using google meet in online learning during this pandemic?
3. Does the teacher explain English material well through online learning using google meet?
4. Is learning speaking of using google meet in online learning effective during the pandemic?
5. Did your speaking skills improve while learning through online learning?
6. Do you motivated and enthusiastic about learning speaking using google meet in online learning during the Covid-19 pandemic?
7. What are the advantages of learning speaking using Google Meet in online learning?
8. What are disadvantages of learning speaking using Google Meet in online learning?