Students' Views of the Use of Video Conferencing to Teach Speaking in Indonesian Higher Education

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Abstract

This study attempts to describe how students view the use of Google Meet during the English language learning process. State University of Makassar was the site of this study. Student participants in this study were those attending State University of Makassar. Interviews were used by the researcher as a data collection tool. Based on the study's findings, the researchers discovered that students have both good and negative attitudes on using Google Meet for video conferencing during the learning process. Students' good attitudes can be seen in their readiness to participate in video conferences, enthusiasm for a variety of movements, development of their skills in using the learning tools, and respect and appreciation for others' abilities and disabilities. While the negative attitude was the students don't attend the class and not participate the group project as well, and also if they cannot speak as well during video conferencing, they wouldn't participate the class, they decided to keep silent and do not follow the instruction from the lecturer.

Keywords: Student Views, Google Meet, Learning Process.

INTRODUCTION

The effect of technical advancements and the propagation of the Covid-19 epidemic, which forces all learning to take place online, is distance education. In current era of online learning, students can enroll in any classes they are interested in without physically attending the class by attending online. In addition, since "distance learning is a means of creating educational unification; connecting people who may be physically, socially, and/or culturally distant from one another, but who are unified in active learning communities by mastery of a shared body of knowledge and common educational goals and aspirations," it can be an important tool in raising educational standards. Erazo and Derlin (Derlin & Erazo, 1996, p.1). Students who want to enroll in English courses can also use this distance learning to do so, where they can learn the language through honing abilities like speaking. It is well known that speaking and communicating in English are two crucial skills. According to Larsen-Freeman (2000), Richards (2008), and Juhana (2012), the capacity to have conversations in a foreign language is a good indicator of how well someone has learned that language.

As for application of English language teaching in Indonesia education system, it is known that according to Bahrani & Soltani (2012) in general, teaching speaking skills in English is more emphasized on the language system, especially teaching vocabulary and grammar compared to speaking practice. Sad (2018) reveals the limited time for speaking activities in the classroom due to the large number of students and the unavailability of supporting materials and technology. In addition, Juhana (2012) stated that several psychological factors such as fear of making mistakes, shame, nervousness, lack of confidence, and lack of motivation prevented students from speaking English in class. This is also in accordance with the initial research observations at the Faculty of Languages and Literature at Makassar State University on learning English speaking skills. On the other hand, an English-speaking lecturer of Makassar State University is responsible for teaching students how to converse in English. According to the latest trend in foreign language instruction, both the speaking lecturer and the students should collaborate in the teaching and learning process effectively and this can be done by ultizing technology that has developed rapidly.

Technology that has developed so rapidly in the last few decades has also influenced education in Indonesia in the use of technology. The adoption of new technology is currently supported by the presence of video conferencing as an online learning medium. At this time, video conferencing is becoming more and more popular, in face-to-face meetings there is applied learning. According to Rop & Bett, (2012) video conferencing applications can be used to interact effectively, communicate with co-workers, students and other people in virtual meetings, and provide advanced video and audio quality, provide file sharing access, and provide collaborative services.

Pyun and Lim were using desktop video conferencing to conduct research on a group of Korean students at a university in the United States and their peers at a college in South Korea. They found that video conferencing sessions helped students improve their listening and speaking skills, as well as broaden their cultural horizons by exposing them to the perspectives of target language speakers (Lim & Pyun, 2016).

The use of video conferencing applications in improving students' speaking skills is used as a medium for learning communication. Speaking on this video conference platform, it must be remembered that the situation is in scientific activities and is official. Therefore, when students are in scientific forums, they must use standard language, both sentence structure, vocabulary, and language pronunciation so that it will improve students' speaking skills. There is so many platforms that can be use, one of them is Google Meet. Google Meet is a video communication tool that is very useful. The Google Meet interface that allows users to meet face to face directly and effectively, and it is also very light and fast. Management is simple and may be followed by a large number of people (Singh & Awasthi, 2020). According to Fakhruddin (2019), using Google Meet as a teaching tool for speaking exercises in an English classroom has been shown to be beneficial in enhancing students' speaking skills.

Purnama (2021), investigated about students' respond toward google meet implementation for speaking subject for daily context. She discovered that all students were highly motivated to study and actively participated in class. On the other hand, according to Septantiningtyas, Juhji, Sutarman, Rahman, Sa'adah, and Nawisa (2021), Google Meet has a positive impact on students' motivation in studying since it is simple to apply and time flexible (Septantiningtyas et al., 2021). Nilayon and Brahmakasikara discovered that using video conferencing improved lower-

level participants' English-speaking skills and confidence, with the majority of participants believing that the method of learning improved their English-speaking skills and confidence (Nilayon & Brahmakasikara, 2018).

One of the factors that influence student responses in using Google Meet is student attitudes. For this reason, it is necessary to evaluate aspects of student learning attitudes. According to Hidayat and Bashori (2016: 8) attitude is a positive or negative assessment of someone's ideas, objects, events, or other people in a certain intensity. Students' attitudes towards Google Meet in learning skills will be discussed in the focus of the research.

METHOD

This research was descriptive qualitative in nature. With regard to the current occurrence, the study plan chose qualitative research and offered a written account of the circumstance. The attitudes, experiences, and individual opinions of teaching and learning activities through video conferencing are of interest to researchers. The purpose of this study was to determine how students felt about using video conferencing to practice speaking. The information that was discovered is analytical and descriptive. Researchers anticipate that by doing this study, they would be able to get information on how students feel about using video conferencing to practice speaking. In the academic year 2022–2023 at Universitas Negeri Makassar, the researchers conducted this study among Indonesian students enrolled in higher education. The population of this study are students from two class, consist of class A and C, from Indonesian higher education student in the academic year 2022/2023 in Universitas Negeri Makassar. In this research, researcher used the voluntary sampling strategy allows for data collection from a small number of willing individuals. Voluntary respondents may oversubscribe in important research areas. The information obtained accurate, complete, relevant and reliable.

In addition, the instrument of this research is used an interview protocol. Interview is used to find out the effective and reliable information from the respondents. Interviewed conduct by google meet. Interview as the instrument was use to find out the specific information about the types of language anxiety and the factors that affect of students' feel anxious when speaking English in front of class. According to Martha and Kresno (2016), there are four criteria to determine the informant, they are: active participants of the research group, involved in research cultures, have ample time to be informant (willing to provide times to be interviewed), and convey the information using their own language (convey the information using Indonesian language).

FINDINGS

After conducting searches and interviews to answer the research questions in the first chapter, the researcher shared the concerns of two classes at Makassar State University Class A and Class C, and there were 20 students who were willing to be interviewed, who responded to me via WhatsApp. The researcher interviewed them for 10-20 minutes with 10 questions, each of which could be developed according to the needs of the interview. Allowing the collection of data from the results, three themes were found, namely, flexibility, efficiency, and effectiveness of using the Google Meet application. Each theme has its own advantages and problems.

The application occurs during the online learning process through Google meet, namely a link or meeting id and password that is shared in class groups, and then students go directly to

the link or use their meeting id. When all students have joined, the learning process begins. From the results of observations and interviews, the Google Meet feature is very helpful in the learning process, for example the Share Screen feature that can be used to share teaching materials/materials and also the meeting scheduling feature. Google Meet can be a solution during online learning during Covid-19.

Students' Attitude Indicator

After the questionnaire has distributed, the researcher revealed positive and negative attitude toward video conferencing.

1. Positive attitude

The researcher found that most of students in Indonesian higher education shows positive attitude towards video conferencing application in learning speaking skills. It was identified by the indicator of their attitude during video conferencing.

a. Showing their readiness to engage during video conferencing

The students showed their readiness to engage during video conferencing by preparing their self as well such us reading the material before the class is starting, checking the internet connection and make sure their classmate already attending the class.

b. Showing enthusiasm for a range of movement during video conferencing

The other indicator is they showed enthusiasm for a range of movement during video conferencing. They could follow the class through video conferencing carefully without any noise.

c. Developing their skills to utilities the learning tools

The research also revealed that the students could developing their skills to utilities the learning tools such as editing the video presentation, making their personal presentation, etc.

d. Showing respect and appreciate the others' ability and disability

The research found that while engaging during video conferencing, the students are respect and appreciate the others' ability and disability such us when their friends are able to speak like a native, they could respect it and trying to do as well as their friend but if some of them are still difficult to speak fluently they could appreciate their process. It also shows their positive attitude toward learning environment during video conferencing.

2. Negative Attitude

In the other hand they also show negative attitude towards video conferencing application in learning speaking skills. Some of the students don't attend the class and not participate the group project as well. The other negative attitude shown by the students is if they cannot speak as well during video conferencing, they wouldn't participate the class, they decided to keep silent and do not follow the instruction from the lecturer.

DISCUSSIONS

Based on the data presented in the findings, the result of the study was necessary to be discussed. The research question of this research is "How Students' Attitude towards Video Conferencing Application in Learning Speaking Skills? This question was answered by the result of the interview.

Based on the results of research (interviews). Regarding the use of Google Meet in Learning, out of 20 students, all students stated that before they joining the video conference the already prepare their self as well such us checking their homework, checking their friend's attendance and make sure they have a good connection to the internet so that they can attend the class as well. It indicating that most students have a positive attitude toward video conferencing by using Google Meet. Here are some students' answers:

(Student A, 01/05/2022)

…before entering the class I usually checking my task that given by my lecturer after that I'll check my internet connection because usually, I have bad internet connection during the class. After that I join the class 5 minutes before the class is starting as usual and checking my friend's attendance (sebelum mengikuti pelajaran biasanya saya memeriksa tugas yang telah diberikan oleh dosen setelah itu saya akan memeriksa koneksi internet karna biasanya koneksi internet saya buruk saat mengikuti pelajaran. Setelah itu saya masuk ke kelas 5 menit sebelum pelajaran dimulai seperti biasanya kemudian memeriksa kehadiran teman-teman saya).

One of the flexibilities that learning using Google Meet offers is that it can be accessed anytime, anywhere. In accordance with one of the conveniences offered by Google Meet, students can learn and do the assignments given easily and do not require complicated things so that convenience can be accessed under any conditions, especially in pandemic situations that do not require students to meet.

Based on student responses, 7 out of 20 students also think so, they state that Meet can be done anywhere. Here are some interviews with the students concerned

(Student B, 03/05/2022)

…when doing homework using Google Meet can be done anywhere and anytime, so if you are at home, you can usually access it, just take your phone without fear of being late to fill out the answers to the questions given. (Ketika mengerjakan tugas menggunakan Google Meet itu bisa dikerjakan dimana saja dan kapan saja, jadi kalau semisal lagi di rumah, biasanya bisa diakses tinggal ambil hp tanpa takut terlambat untuk mengisi jawaban dari soal yang diberikan.)

Some students also think that Google Meet can be accessed anywhere because learning use Google Meet can be accessed using any device like gadgets, tablets, tabs or laptops. Here are some interviews with students:

(Student C, 12/05/2022)

…. in the current situation, which is a pandemic and it is not every day that you have to carry a laptop or computer, especially those who study while working parttime, using Google Meet makes it easier to access any device, even if it's a gadget, and also saves more time. (dalam situasi sekarang yaitu pandemic dan tidak setiap hari harus selalu bawa laptop ataupun komputer terutama yang kuliah sambil kerja paruh waktu, dengan menggunakan Google Meet jadi lebih mudah dalam mengakses diperangkat mana saja, sekalipun itu gadget, dan juga lebih menghemat waktu.)

When teaching and learning activities online through Google Meet, we can see that the positive impact of using Google Meet is that it is easy to access, can be accessed anytime and anywhere and through any device. in this pandemic era where as students need an alternative to

be able to take part in learning calmly and without hassle. From the interview results, it can be seen that students find it easier for students to take part in learning using Google Meet, not a few thinks that Google Meet is suitable to be applied during the learning process in terms of flexibility.

1. Efficiency of Using Google Meet Learning Process

Implementation of the use of Google Meet is not entirely running well. There are several obstacles experienced by students, one of which is the limited signal and internet quota when learning takes place. There are also obstacles from some students who have not been able to operate Google Meet properly. In addition, the weakness of Google Meet is that the image quality of the share screen is not clear when enlarged Based on the responses from students, it can be concluded that out of 20 students, there are 11 students who think that learning process using google classroom save students' time. The students' response:

(Student D, 02/05/2022)
…. dimana menggunakan Google Meet cukup baik karena kita rata-rata menggunakan form atau juga mengisi di word yang mana memudahkan dalam pengisian jawaban dan tidak terlalu memakan waktu, namun jika koneksi internet sedang jelek cukup menghambat juga. (dimana menggunakan Google Meet cukup baik karena kita rata-rata menggunakan form atau juga mengisi di word yang mana memudahkan dalam pengisian jawaban dan tidak terlalu memakan waktu, namun jika koneksi internet sedang jelek cukup menghambat juga.

Based on the responded, learning process using Google Meet are also cost-effective, the following are comments from students regarding the use of paper learning process

(Student E, 13/05/2022)
…which is said to be frugal, yes, but there are some impacts that must be considered, such as eye health, as well as radiation which is not good for health. it is quite easy and can be accessed easily but there are positive and negative sides too. (dimana dibilang hemat iyah, tapi ada beberapa dampak yang harus diperhatikan pula seperti kesehatan pada mata, juga radiasi yang tidak baik untuk kesehatan. memang cukup mudah dan dapat diakses dengan mudah namun ada sisi positif dan negatifnya juga sih.)

Based on the above, the student said to be frugal, but there are some impacts that must be considered, such as eye health, as well as radiation which is not good for health.

Here are other student responses regarding this matter:

(Student F, 05/05/2022)
… Easily accessible Google Meet provides efficiencies for students and lecturers. (Google Meet mudah diakses memberikan efisiensi bagi para mahasiswa dan dosen).

Based on the above, the student said the Google meet provides efficiencies for students and lectures.

2. Effectiveness of Learning Process Using Google Meet

Learning is said to be effective if the learning can achieve the expected learning objectives. The achievement of learning objectives can be seen from the learning outcomes obtained by

students during the learning process. The effectiveness of learning can be seen from the difference in the results of the pretest (before using Google Meet) with the results of the posttest (after using Google Meet). On the results of interviews, 15 students admitted that the features provided by Google Classroom were complete. This is evidenced by the students' answers when interviewed when asked about question how about the features provided by Google Meet. It can be seen from the students' response:

(Student G, 10/05/2022)
… enough in my opinion, complete and clear features and make work easier. (cukup menurut saya, fitur lengkap serta jelas dan mempermudah pekerjaan).
When directed to access Google Meet, we will immediately be faced with several features that are immediately displayed on the screen. This application also has many templates that make online assignments and quizzes more eye-catching and quite interesting. Here are the students' comments about it:

(Student H, 11/05/2022)
… In my opinion, the features are good, complete, making it easier for us to find the desired features, which are adequate in online classes. (menurut saya sih fiturnya bagus, lengkap memudahkan kita mencari fitur yang diinginkan, yang mana memadahi dalam online class).
Cheating when doing assignments is mostly done by students in online classes, actually Google Meet also has a feature that can manage students' time to do assignments. Some students admit that this feature makes it difficult for students to cheat. This can be seen from the student comments below:

(Student I, 01/05/2022)
… the lecturers have the advantage of scheduling the assigned tasks. which makes it difficult for us as students to cheat. (para dosen memiliki keunggulan untuk membuat jadwal tugas yang diberikan. yang mana menyulitkan kita sebagai mahasiswa untuk mencontek).
Based on the results found above, it can be concluded that student perceptions are divided into two types, positive and negative perceptions, from 20 students, the positive and negative aspects are described, including:

a. Positive Perception

Google Meet is relatively easy to use. Joining a meeting is as easy as clicking or tapping a link. The platform is also available via web apps or native apps specifically for macOS, Microsoft Windows, iOS and iPad OS, and Android operating systems. Clicking the link will launch a web browser that directs you 33 to a meeting that facilitates online teaching and learning activities. Where it is quite efficient and effective, it can be done anywhere and anytime with various software that makes it easier for students, in addition to saving the budget for writing on paper because some use form or word, the use of the internet is not that wasteful.

b. Negative Perception

There is no data saving feature, which means that conducting online meetings in the Google Meet application also has its drawbacks, one of which is the absence of a data saving

feature. In fact, with the data saving feature, of course, data will not be wasted or even wasteful even though Google Meet is not too wasteful. In general, in video conferencing applications, the internet is the key to making the application work as it should. It is very possible that when conducting video conferences with unstable internet, the video will often delay. This is not only felt when conducting online meetings in the Google Meet application, but it may also occur in other video conferencing applications.

Singh & Awasthi (2020), in her research found that half of the students stated that it was easier to use Google Meet in the learning process, while in this study it was found that all students, or 20 respondents (100%) agreed that the learning process with Google Meet was more effective. used for the learning process compared to other media.

There are several indicators that can be concluded from the research. However, before the researcher discusses about some of the indicators that affect students' perceptions, it should be noted that everyone has a different perception of something. As we know, perception is the process by which people organize and interpret their sensory impressions to give them environmental meaning. This is related to the definition of perception theory by Walgito (2010). Perception is the organization and understanding of the stimulus where the individual senses are a meaningful and integrated response. Researchers can reveal that everyone has differences because it relates to the types of perception theory Irwanto (2002) which says that there are two types of perceptions, namely positive perceptions and negative perceptions. Data collected from student responses shows that most students have positive perceptions and some students have negative perceptions. This is supported by Irwanto (2002) who explains that there are two types of perceptions, namely positive perceptions and negative perceptions. Positive perception describes all information (known or unknown) positively. Someone who has a positive perception will accept and support the perceived object.

According to the results, it can be inferred that the employment of Google Meet in the learning process is predominately viewed favorably. Of the five themes identified, four are reflected in favorable perceptions. Flexibility, effectiveness, social connection, and efficacy are the key concepts in positive perception. With regard to the flexible theme, the results demonstrate that using Google Meet in the English learning process is simple to use and has comprehensive functionality. This can be seen from one student's comments. Regarding the affective theme, the findings 35 show that the use of Google Meet in the learning process is affective so that many students agree to use Google Meet in the English learning process and most students believe that using Goggle Meet can motivate them to improve their skills in English. Moreover, most students feel very happy in the process of learning English using Google Meet because the features provided in Google Meet are interesting. So, Google Meet has a positive effect in the students' English learning process. When they want to communicate with teachers and friends in online classes, most students believe that social interaction between teachers and students goes smoothly. Of the 20 students who responded to the survey, all agreed that learning to use Google Meet in the learning process was more effective than using other applications because it was equipped with various comprehensive features.

Based on the consideration of the discussion, the researcher concludes that there are several indicators or factors that make Google Meet in the English learning process receive a positive response. First, students have a lot of good opinions of online learning, including its flexibility. The majority of students think Google Meet has a complete and accessible future. Second,

because of Google Meet's appealing qualities, the majority of students see that utilizing it can drive them to improve their English skills and find it to be a highly pleasurable way to learn the language. Third, because Google Meet makes it simpler for them to communicate with teachers and friends in online classes, most students believe that social interactions between students and teachers go smoothly.

CONCLUSIONS

Based on the findings of research-based interviews with students in Classes A and C at Universitas Negeri Makassar 20 people in total, including 10 students from Class A and 10 students from Class C from 150 people who responded to the survey, it can be inferred that these students had a favorable opinion of the learning process using Google Meet. This is due to the fact that Universitas Negeri Makassar uses the Google Meet application to help students and lecturers improve their speaking and listening abilities. When students see the face-to-face or in-person learning process as being more ideal and the teacher's delivery of the content as much more effective. In addition, the utilization of Google Meet can serve as a benchmark for academic progress between professors and students. Based on the effectiveness indication, all participants (students) agreed that Google Classroom's features and convenience made learning using it more efficient than using alternative media.

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