

The Usage of Google Meet Application on Students' Speaking Ability

Penggunaan Aplikasi Google Meet Dalam Peningkatan Kemampuan Berbicara Siswa

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ABSTRACT

This study aimed to determine the impact of using the GoogleMeet Application on students' speaking skills. This investigation was conducted with 72 students at SMAS Budi Agung Medan. Pre-test and post-test data was obtained from pupils. This research employed a quantitative methodology. The research design utilized in this study was a genuine experimental design. This study involved 71 eleventh-grade students. The research tool was a speaking examination. Two tests were used, both before and after the actual test. The SPSS 25 tool was utilized to analyze the acquired test data. The results revealed that the average post-test score for the control group was 89.61, whereas the average post-test score for the experimental group was 91.38. If sig, 2 tailed (p) was less than alpha 0.005, the alternative hypothesis, H_a , was accepted and the null hypothesis, H_o , was rejected according to the results of the hypothesis test. In this investigation, the 2-tailed significance level was 0.000, which was supported by p. It implies that using the Google Meet program had a significant impact on the speaking abilities of the students.

Keywords: Google Meet, speaking ability

ABSTRACT

Penelitian ini bertujuan untuk membuktikan pengaruh penerapan Google Meet terhadap kemampuan berbicara siswa. Penelitian ini dilakukan di SMAS Budi Agung Medan dengan total 72 siswa. Pengumpulan data dilakukan melalui pre-test dan post-test siswa. Untuk menganalisis data secara kuantitatif, Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Desain penelitian yang digunakan dalam penelitian ini adalah penelitian true experimental. Penelitian ini melibatkan 72 siswa kelas XI. Instrumen penelitian ini adalah tes. Test yang digunakan terdiri atas 2; yaitu pre-test dan post-test. Data diperoleh dari test dianalisis dengan menggunakan program SPSS 25. Hasil penelitian menunjukkan bahwa rata-rata skor nilai post-test kelas kontrol adalah 89.61 sedangkan skor rata-rata nilai post-test kelas eksperimen adalah 91.38. Berdasarkan nilai uji hipotesis, jika sig, 2 tailed (p) lebih rendah dari angka $\alpha(0.005)$ maka H_o (Hipotesis Nol) ditolak, dan H_a (Hipotesis Alternatif) diterima. Dalam penelitian ini diperoleh hasil sig. 2 tailed sebesar 0,000 dan terbukti $p < \alpha$. Hal ini menunjukkan bahwa adanya pengaruh yang signifikan terhadap penerapan Google Meet terhadap kemampuan berbicara siswa.

Kata kunci: Google Meet, Kemampuan Berbicara

Submitted: 22 Juli 2023

Article Info:
Reviewed: 12 Agustus 2023

Accepted : 15 September 2023

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1. INTRODUCTION

People from all over the world communicate with one another primarily through the usage of English as an international language. English is utilized extensively in all spheres of life, including the fields of science, technology, and commerce. Because of this circumstance, people are encouraged to converse mostly in English in their everyday lives, including when they are attending school. In all three levels of secondary education—junior high school, senior high school, and primary school—English is studied as a distinct academic discipline. In this modern era of increased globalization, being able to communicate in English is one of the most important reasons to study the English language. Students have the opportunity to communicate their thoughts, emotions, and wants to others through the art of

public speaking. To put it another way, speaking refers to a person's capacity to communicate with other individuals through the use of spoken language.

Because it is connected to the growth of one's capacity for communication, speaking is one of the aspects of English that plays a significant role in the process of learning the language. The act of constructing and exchanging meaning via the use of verbal or oral form is what it is meant when it is talked about speaking (Chaney, 1988 and Gebhard, 1996). Speaking is one of the more useful oral skills. Producing organized vocal utterances for the purpose of communicating one's thoughts and ideas is what speaking entails (Nunan, 2003). According to Anne Burns (2012), speaking is an extremely difficult talent that demands the speaker to make simultaneous use of process cognition, body culture, and social culture. Additionally, the speaker's knowledge and abilities need to be activated rapidly in real time. Speaking English is a difficult skill to master for English language learners, particularly Indonesian students of English. According to Ellis (2008), the fact that pupils do not get the opportunity to practice the language frequently and in a variety of settings may make it difficult for them to improve their speaking ability.

As a result of the widespread spread of the COVID-19 epidemic, virtually every industry around the globe, including the education sector, has been rendered ineffective. In SMA Budi Agung Medan, all activities, including teaching and learning activities, are carried out online from the comfort of participants' homes. During the pre-observation period, it was found that the teaching and learning process in this school made use of E-learning, which was offered by the teacher and accomplished through an application on a platform that was recommended by the school. In relation to the goal of this research, which is to improve students' ability to communicate orally, it was discovered that some students were reluctant to participate in online discussions because they struggled to comprehend the speaking English on E-learning material that was provided by the instructor via the platform application that was suggested by the school. This was one of the reasons why the research was conducted. After that, the students did not understand how to improve their speaking ability through the use of application media within the school's E-learning system, which caused them to have less interest in participating in speaking activities. The next problem was that the students lacked the vocabulary necessary to communicate their thoughts and feelings using English. The students did not have a commanding command of the English language. As a result, it is necessary to supply the application as the online interactive media that is simpler for the students to use in order to increase the likelihood that they will want to engage and enjoy their speaking activities. The utilization of an appropriate application as a form of online interactive media has the potential to improve the efficiency of the learning and teaching process for students. The use of applications as the learning medium gives students more freedom to learn outside of the confines of the classroom and helps teachers prepare for some of the challenges that are typically encountered in the classroom, such as limitations on time, facilities, learning resources, and classroom space. (Haryanto, 2019).

There are many different kinds of applications that can be used as online learning media, and each one offers a set of benefits as well as some drawbacks. Learning instructors can become more selective in selecting and creating both strategies and learning methods as a result of the various applications that are geared at learning media. The majority of the educational activities that are currently being used as a model for education are compatible with the application of technology (Aagaard, 2017). The field of education has recently begun to shift toward an emphasis on online learning (Gunawan, 2017). Students and teachers alike can benefit from the wealth of information that can be gleaned from interactive web media by using it in the classroom setting. Google Meet is one of the programs that may be used as an online learning media to assist students in becoming more involved in the process of learning to speak.

In today's world of education and business, the program Google Meet is utilized in a significant number of instances, including learning, meetings, and conversations. The number of people who use it is rising concurrently with the implementation of new health protocol restrictions brought about by the Covid-19 virus, which has led to a pandemic on a global scale. Because there has been no face-to-face education anywhere in the world since the epidemic that began in 2020, all of the world's schools have been held in synchronous learning since then. As a result, students learn through the use of various forms of online learning media. A school may make use of several online learning programs while carrying out its instructional mission. One of the programs that makes it simpler for students and teachers to interact is called Google Meet. In most cases, all that is required to use Google Meet is to simply provide students links to the relevant application. It is much simpler for professors and students

to speak with one another and have a conversation while using the Google Meet program because not only is it equipped with audio features, but it also provides videos and chat. To put it another way, Google Meet is a face-to-face platform that enables instructors and students to communicate with one another in real time while the meeting is being processed. There are a few advantages to using this application as the online learning medium, such as the simplicity with which individuals who want to participate in the meeting can do so by simply sending and clicking the link, the ease with which files can be shared, and the utilization of video and chat to communicate and discuss topics related to the learning process. As a result, Google Meet is the most convenient choice that can be utilized in the process of learning and teaching.

2. LITERATURE REVIEW

Speaking Concept

The Idea Behind Communicating There are a great many different interpretations of the term "speaking." Speaking is the ability of a person to express their ideas and thoughts that exist within themselves in a way that involves other people in transmitting this information by using words. Speaking is also the ability to express these ideas and thoughts to other people. According to what was written by Woodrow in Burn and Siegel (2018:17), "Speaking is a highly sophisticated interactive ability that has added complication in the form of being quite anxiety triggering for learners of another language." It is in reference to the capacity to talk; there should always be room for improvement in order to boost the students' enthusiasm towards their speaking skills. Ability can be defined as the attribute or state of being able, power to perform (whether it be physically, morally, intellectually, conventionally, or legally), capacity, skill or competency in performing, sufficiency of strength, or power to accomplish anything. Ability refers to the possession of the skills and traits necessary to do a task or accomplish a goal. Capacity, on the other hand, does not entail action when it is spoken; an example of this would be when discuss people's capacity for virtue. The capacity to do something is a gift from nature. Education and experience both have a role in determining one's level of ability.

Speaking Purpose

The development of one's ability to speak the target language is a priority for many students of English as a second or foreign language. Several specialists in the field of language have devised classification systems for the functions of communication in human relationship. According to Brown and Yule, there are three functions that speaking provides. The paradigm developed by Brown and Yule can be broken down into three distinct sections: performance, interaction, and transaction. Because of the unique shape and function of each of these speech exercises, it is necessary to employ a variety of different teaching methods.

1. Interacting with one another verbally

The term "speaking as interaction" refers to communication that puts a significant emphasis on the social aspect. When people first come into touch with one another, they shake hands, make polite conversation, and discuss recent events as a means of being courteous and creating a secure environment in which to interact with one another. In this context, a greater focus is placed on the speaker and the manner in which they wish to come across to one another.

2. Speaking in the context of a performance

When talking about speaking as a performance, it is referring to public speaking, which might take the form of speeches or announcements designed to share information with a group of people. Speaking as a performance usually takes the form of a monolog rather than dialogue, commonly adheres to a framework that is easily recognizable, and is more similar to written language than conversational language.

3. Engaging in conversation as a trade.

When someone is speaking as a transaction, the focus is on the meaning of what is being communicated or completed in order to guarantee that other people have a full and accurate understanding of what is being communicated.

Types of Speaking

Teaching, as defined by Brown (1994:3), consists of guiding and facilitating learning in such a way that it enables the learner to learn and sets the conditions for learning. It means that teaching is the process of a teacher guiding students to produce a good condition in the process of teaching and learning in the classroom. This is what it means for teaching to be a process. Carrasquillo (1994:61) asserts that the activity of teaching is one that requires contact between the teacher and the learner. One technique to provide some knowledge and spread some required information is through the medium of teaching English.

According to Oxford Dictionary (2011:455), the act of teaching is the process of imparting knowledge to another individual. The pupils' ability to acquire new languages can be improved, either in the classroom or outside of the classroom, through the use of instructional activities. According to Harmer (2007:123), there are three reasons why speech should be taught in schools. These reasons are as follows:

- a. Activities that involve public speaking offer students the opportunity to hone their public speaking skills in a controlled environment, such as the classroom.
- b. A speaking assignment in which students attempt to use any oral all of the language they know in order to provide feedback for both the teacher and the students.
- c. The more opportunities that students have to employ the many aspects of language that they have stored in their brains, the more automatic their use of these aspects becomes.

There are a number of different steps that can be taken while teaching someone how to talk. According to Scott (1981), there are three stages involved in finishing teaching speaking. The first thing that has to be done is to define the objective. It is the responsibility of the instructor to describe what mathematical operation the student will learn. When pupils have reached the point where they comprehend the learning goals, the instructor will instruct in a communicative manner. The goal of the class can be communicated to the students in a straightforward manner by the instructor. It is a good idea to provide kids some hints about the goals of their brainstorming. Making use of visual aids is another approach that may be taken to capture the attention of pupils and encourage their engagement. The presentation of the demonstration is the following step. At this point, one thing that should be taken into consideration is the fact that all of the linguistic processes that will be carried out during this session will be presented inside their respective contexts. It is critical that all aspects of the language project be understood well. Teachers can contextualize language projects by utilizing text, videos, audio recordings, or photographs in the form of transactions such as native speakers by using text, films, or audio recordings.

The final two are production and practical application. At this point, the students will be drilled and tested to determine whether or not they comprehend what they have learnt by repeating the language that has been uttered in a chorus. After this, the focus will shift to the students' individual responses. The pupils will be guided by their teachers, who will provide them with feedback and knowledge gaps. In addition, the responses provided by the students are not only analyzed from the point of view of grammatical correctness, but also in terms of the appropriateness and acceptability of the language.

Speaking Modes

According to Brown (2004), speaking is a productive skill that can be directly and empirically observed. However, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Brown states that speaking is a skill that can be observed directly and empirically. The interaction that takes place in a classroom when students or teachers speak might either take place between the students themselves or between the teachers and students, depending on how the activities in the classroom are structured. When compared with writing and reading ability (often thought to be written language, receptive abilities), the ability to speak possesses a number of features that set it apart. When people speak, they often do not speak in entire sentences and use a vocabulary that is less detailed than when it is used in written language. In addition, Kuarti A. (2015: 3-4) mentions that there are some fundamental categories of speech, which are outlined in the taxonomy below:

1. Imitative: At one end of a continuum of different sorts of speaking performance is the ability to merely repeat back (imitate) a word or phrase or possibly a sentence. This type of speaking performance is known as "imitation." Despite the fact that this level of oral output is essentially phonetic, it is possible for a variety of prosodic, lexical, and grammatical qualities of language to be included in the criterion performance.

2. Intensive: The production of brief stretches of spoken language with the purpose of demonstrating skill in a certain range of grammatical, phrasal, lexical, or phonological links.
3. Responsive: The third type of exam is the responsive type, and it includes both interaction and a test of comprehension. However, the degree of engagement and comprehension tested is relatively limited to very brief dialogues, standard greetings and small talk, simple requests, and comments. This is a form of brief responses to questions or comments brought up by the instructor or by the students themselves, in which instructions and suggestions are provided. Typically, those responses are adequate and carry significant weight.
4. Interactive The length and complexity of the interaction, which may at times encompass many exchanges and/or multiple participants, is what differentiates responsive speaking from interactive speaking. Transactional language, which is used for the purpose of exchanging specific information, and interpersonal interactions, which are used for the purpose of preserving social relationships, are the two forms of interaction that can take place between two parties.
5. Extensive (monologue): Speeches, oral representations, and narrative are examples of extensive oral production tasks. During these jobs, the opportunity for oral participation from listeners is either extremely limited (possibly to nonverbal answers) or shut out altogether.

Components That Make Up a Person's Capacity to Speak

According to Luoma (2004: p.100), the act of speaking can be broken down into the following five categories:

a. Pronunciation

Pronunciation The manner in which a word is articulated is referred to as its pronunciation, as stated by Hornby (1995: p.928). To improve the quality of our communication with our interlocutor, it is important for us to produce the words properly. This is because the interlocutor's comprehension of the meaning of the messages they receive is influenced by how clearly pronounce the words.

b. Grammar

Grammar is one of the components that make up a language. According to Hornby (1995: 517), grammar is the set of rules in a language that governs how the form of words can be altered and how they can be combined into sentences. When someone uses perfect grammar, it shows that they are aware of the true meaning of the sentences.

c. Vocabulary

The second component that is very important is vocabulary, and it will show us the speaking skills of some individuals based on the quality of the vocabularies that they are able to communicate in conversation. According to Hornby (1995: p.1331), the total amount of words in a language constitutes the vocabulary of that language. What it indicates is that vocabulary plays a significant part in the act of speaking.

d. Fluency

Speaking is an activity that involves the verbal reproduction of words. It suggests that there is a back-and-forth exchange of ideas taking place between the speaker and the listener. According to Hornby (1995: 427), the ability to speak or write a language, perform an action fluently, or communicate oneself in a style that is smooth and accurate is what constitutes fluency. When someone is fluent in their speech, it is much simpler for us to comprehend what they are saying.

e. Comprehension

According to Hornby (1995: p.235), comprehension can be defined as either the capacity for understanding or an activity with the goal of enhancing or assessing one's understanding of a language (written and spoken). It indicates that in order to comprehend something, both the speaker and the listener need to understand what the speaker means by the words that they say.

A. METHOD

Research Design

Both the experimental design and the quantitative technique used in this study were carefully executed. The researcher had two classes: the control group and the experimental group. The researcher in the experimental class used Google Meet Media. The researcher then continued to implement standard classroom procedures for the control class. The research involved eight classes taught by the professor until reliable information could be uncovered. The students' level of oral communication ability was also evaluated with pre- and post-tests.

Population

All of the objects in a research project make up the research population. In order to put it into action, the researcher will require some sort of population, such people or things that can be retrieved and examined for data. Participants were eleventh-year students at SMAS Budi Agung Medan. SMAS Budi Agung Medan was the site of the research. Address: No.7, Rengas Pulau Kec. Medan Marelan, Jl. Marelan Raya, Kota Medan, North Sumatra 20255.

Sample

A research sample is a subset of the population used to generalize to the whole. Random sampling was employed as the method of selection for this investigation. By its very nature, the random sampling methodology ensures that every person of the population has an equal chance of being selected as a sample member (Sugiyono, 2008). This study used students from two different classes as its samples: XI MIA-Umar Bin Khatab (the experimental group) and XI MIA-Alkhawarizmi (the control group). A total of 72 students were included in the study, 36 from the Experimental class in XI MIA-Umar bin Khatab and 36 from the Control class in XI MIA-Alkhawarizmi.

Data

The data for this study came from the researcher's observations of eleventh-grade students at SMAS Budi Agung Medan. They had students from both XI Alkhawarizmi and XI Umar Bin Khatab there. There were 36 pupils in Alkhawarizmi class and 36 in Umar Bin Khatab class, so the class sizes were virtually same. Class XI Umar Bin Khatab, where students and teachers worked together via Google Meet to learn about chemistry through hands-on experiments. While observing an XI Alkhawarizmi teacher's class as a control group, a researcher imparted the latter's strategy for enforcing linguistic memorization upon her pupils. To learn more about the pupils' command of English, the researcher gave them the test. The researcher analyzed the study's data after obtaining it.

Table 1. Students' Scores of the Experimental Class

No.	Name	Pre Test	Post Test	Gained Score
1.	AH	60	95	35
2.	ACG	60	85	25
3.	AMM	65	90	25
4.	CA	61	88	27
5.	DE	63	90	27
6.	DN	60	87	27
7.	DNF	70	90	20
8.	DZL	65	85	20
9.	FNS	67	85	18
10.	FA	70	90	20
11.	GR	60	88	28
12.	HH	55	86	31
13.	IWI	60	90	30
14.	KN	65	90	25
15.	LF	63	85	22
16.	MHP	60	90	30
17.	MRH	70	95	25
18.	MRS	68	87	19

<i>No.</i>	<i>Name</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Gained Score</i>
19.	MWP	71	100	29
20.	NA	60	90	30
21.	NN	65	89	24
22.	RA	67	98	31
23.	RPZ	55	85	30
24.	SK	60	88	28
25.	STP	60	87	27
26.	SW	70	90	20
27.	ZDT	75	100	25
28.	BS	55	90	35
29.	ZA	60	93	33
30.	MBZ	61	98	37
31.	CJ	70	100	30
32.	AS	60	97	37
33.	SA	60	91	31
34.	FP	62	98	36
35.	FP	65	100	35
36.	RH	70	100	30
Total Score		2348	3290	1002
Mean		65.22	91.38	27.83

Table 1 shows the results of the pre-test, the post-test, and the improved score in the experimental class both before and after therapy. And the average pre-test score for the control group was 65.22. There was a range of scores, from 50 to 75. After collecting pre-test data, the researcher administered treatment to the students. After that, the researcher gave the students another test and calculated their improvements; they went from an average of 65.22 to an average of 91.38 on the post-test. The results of the post-test showed a considerable improvement over the pre-test, with a mean gain of 27.83 on the post-test indicating success.

Table 2. Students' Scores of the Control Class

<i>No.</i>	<i>Name</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Gained Score</i>
1.	AK	50	87	37
2.	AG	63	90	27
3.	DAP	70	90	30
4.	DRA	64	93	29
5.	EA	60	95	35
6.	FH	60	93	33

<i>No.</i>	<i>Name</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Gained Score</i>
7.	FN	55	91	36
8.	FAP	68	90	22
9.	FD	62	88	26
10.	GMI	67	92	30
11.	JTS	60	89	29
12.	JS	60	86	26
13.	MSN	61	90	29
14.	MH	63	93	30
15.	MS	72	93	28
16.	MA	70	100	30
17.	MF	55	94	39
18.	MI	64	97	33
19.	NDS	60	89	29
20.	NBS	60	87	33
21.	NDH	60	89	29
22.	NAS	63	90	27
23.	NS	67	85	31
24.	NKF	70	87	29
25.	NS	61	85	24
26.	NA	65	90	25
27.	PA	50	85	35
28.	RTA	56	85	20
29.	RF	59	87	28
30.	RRM	70	83	25
31.	RL	53	87	34
32.	RA	57	88	31
33.	SKJ	60	90	30
34.	TISS	67	91	28
35.	WD	60	88	30
36.	YRB	58	89	31
Total Score		2220	3226	1068
Mean		61.67	89.61	29.67

Table 2 shows that the standard procedure was used to calculate both the pre- and post-test scores and the overall grade for the control class. The mean pre-test score for the experimental group

was 61.67, with a range from 50 to 72. After collecting pre-test data, the researcher administered treatment to the students. A posttest, mean analysis, and gain score were then conducted by the researcher. Scores increased from 61.67 to 89.61, with the class as a whole scoring 29.67 points lower than the experimental group. Table 4.2 shows that there was a sizable gain in performance between the pre and post tests for the control group.

Hypothesis Data

It is via the testing of hypotheses that it is decided whether or not to accept a certain theory. based on an analysis of the method, namely the performance of students who were instructed via Google Meet on standardized tests. The hypothesized difference between Google Meet users and non-users in the experimental class and the control class was tested to see if it was statistically significant. The data were computed by comparing the average performance of students in the experimental and control groups. The level of significance, denoted by the alpha (α), was 5%. The results of the data analysis are shown in table 4.9 below.

Table 3. Group Statistic

Kelas		N	Mean	Std. Deviation	Std. Error Mean
The students learning outcomes	Post- Test of experimental class by using Google Meet	36	91.39	5.106	851
	Post-test of Control class by using conventional method	36	89.61	3.596	599

Based on the data presented in the preceding table, it can be concluded that the post-test mean value for the experimental class was 91.39, significantly higher than the post-test mean value for the control class, which was 89.61. The t-test was deemed superior than the t-table. This result indicates that H_0 cannot be correct. Acceptance of H_a alternative theories.

This data suggests that there was a significant gap between the English-speaking abilities of students in the experimental group utilizing Google Meet and those of students in the control group using the conventional method of instruction.

3. RESULT AND DISCUSSION

The researcher drew from two different classes for her research. The two groups were from grade XI, and their names were Umar Bin Khatab and Alkhawarizmi. The Umar Bin Khatab XI experimental class conducted classes through Google Meet. As a comparison group, the XI Alkhawarizmi class was taught using the standard method. The researcher of this study found many inconsistencies between pre- and post-test results for both the experimental and control groups, including for the independent sample t-test, validity, reliability, normality, and homogeneity.

The post-test mean for the experimental group was 91.39, which was higher than the mean for the control group (89.61) by a significant margin. Results showed a significant difference in English proficiency between students in the experimental group who used Google Meet and those in the control group who used the more conventional method of instruction.

Both the means of instruction and the medium used have an impact on student learning. Many different methods and forms of media can be used effectively in the classroom. The teacher's ability to select an approach and medium that will aid pupil comprehension is essential. Google Meet is the appropriate medium for this communication.

Google Meet is one approach to education in a group setting. Teaching students using this strategy can help them more effectively share their thoughts and knowledge about the world around them. Using Google Meet, a statistical sample of students showed a mean score of 91.39 on a test of their English skills. In addition, the mean score was 89.61 based on data collected from a representative sample of

students in the control group who were assessed using the conventional approach. This suggests that the students' English-language skills developed differently when using Google Meet compared to the more conventional approach. Students also improved their spoken English more utilizing Google Meet than they did using the conventional way.

The results demonstrated that students' public speaking skills improved after using Google Meet media. The most crucial benefit of using Google Meet as a medium for instruction is that students actually look forward to and feel comfortable using English in their daily lives. Students' elevated levels of self-assurance and energy during this Google Hangout helped them learn more, share their ideas freely, and feel less intimidated by the media.

The 2-tailed sig. was calculated to be 0.000 0.05 based on the data that confirmed the assumptions. The data clearly demonstrated that incorporating Google Meet into language classes was highly beneficial. It suggests that students' public speaking skills may improve through the use of Google Meet.

4.CONCLUSION

The data analysis showed that students' speaking skills improved after using Google Meet in the eleventh grade at SMAS Budi Agung Medan. As shown by a comparison of pre-and post-test mean scores for the experimental group and the control group. A post-test comparing the experimental classroom with Google Meet to the control classroom found that the former had a significantly higher average English proficiency score (91.39 vs. 89.61). This meant that the t-test was superior to the t-table. All alternative hypotheses (H_a) were accepted, whereas the null hypothesis (H_o) was found to be false. Results supported the researcher's hypothesized improvement in students' English-speaking skills from using Google Meet compared to the more conventional method of instruction. Google Meet proved to be a more efficient means of enhancing students' English communication skills.

ACKNOWLEDGEMENT

Thanks God for providing me with health benefits to this day, and thanks my parents for my support and always pray for me, and I don't forget to thanks my Advisor Miss Juliana, S.S., M.Si. thank you for giving me direction on this thesis, and thank you for the guidance on this thesis.

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