

STUDENTS' AFFECTIVE REACTION TOWARD USING G-SUITE MEET FOR EDUCATION IN LEARNING ENGLISH SPEAKING

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ABSTRACT

The great achievement of learning is the students can point out positive reaction not only in cognitive and psychomotor aspects but the most attention one is in affective. The students tend to be more effective and easier to master and apply the knowledge when they have good feeling and emotion. Thus, this qualitative descriptive study aims to expose the students' affective reactions after learning speaking through G-Suite Meet as one of G-suite for education features. This also confirms whether affective reactions support the enhancement of students' speaking performance or not. Furthermore, whether this featured can be maintained in the future or not. The respondents of this study were twenty students of SMA Negeri 3 Palu and three of them were as informants. They were chosen as the subject of this study because their English speaking class is conducted in Google meet. In collecting the data, 13 points of questionnaires in term of likert scale and four interview questions in term of semi- structured had been distributed. The responses of the students in term of percentage were displayed in the table and then it was described, interpreted and concluded. The information of the interviewees was limited to describe the scope of this study. The results of this study convey that the students reveal positive reactions related to the use of G-suite features in term of Google meet to bridge learning speaking. The positive reactions also support the enhancement of students' speaking performance. However, this study shows a phenomenon that although students' affective reaction is more positive in online than in offline class but it does not greatly affect students' speaking performance. Therefore, learning speaking through Google meet cannot be regularly maintained, it only stands for urgent situation because conducting learning through Google meet are claimed not optimal to enhance students' speaking performance.

Keywords: *Affective, G-suite, Speaking' Performance, Virtual classroom*

INTRODUCTION

Virtual class is still conducted in teaching and learning process for some teachers not only as the impact of Pandemic Covid-19 but since it is flexible for help the teachers to held urgent activities in or outside the school at same time. Various platforms have been used to bridge the learning process. One of the friendly platforms used by the teachers is G-suite for education. It is also known well as Google Apps for Education

(GAFE) that provides many features namely Google classroom, Gmail, Google Drive, Google forms, Hangout, and Google meets. These features are claimed effectively support and facilitate the learning process not only for sharing, collecting and storing learning material documents, learning videos, quiz, students' assignment but also the teachers and students can communicate each other either written in the form of chatting or spoken in form of video conference. Yilmas cited in Constantinou (2018) confirm that G-Suite facilitates students and teachers to communicate (comment, chat, oral) each other both simultaneously and non-simultaneously. G-suite for education easily organizes cloud-based learning, simplifies education administration and more effectively and efficiently to instigates teacher and students interaction (Legowo et al., 2019). The use of Google Apps for Education (GAFE) promotes an effective learning, good virtual atmospheres and serves the learners' needs in virtual class (Chiablaem, 2021). G-suite enables to increase students' pedagogical abilities (Subandi et al., 2022). The academic process is successfully facilitated through Google apps (Emran& Malik, 2016). G-suite constructs meaningful learning experience, improves classroom dynamics and gives the students opportunities to express their views (Hergart and Yoo, 2018). Therefore, G-suite for education apps are indicated that clearly supply constructive contribution in online mode of teaching and learning process and they also support the Indonesian curriculum that proposes the educators to integrate the application of ICT in education.

In English class, especially in speaking, G-suite meet or Google meet seems as one of G-suite features is commonly chosen by teachers. Google meet is a friendly tool oriented communication that designed to connect the users using voice, video and text or helps the users to conduct virtual meeting or video conference. Wang cited in Nilayon and Brahmakasikara(2018) noted that communicate through video conference, gives users cues about what the speaker addressee to the hearer through their non-verbal language. Conducting speaking class through video conference on Google meet, students have more chances to communicate each other and explore their speaking

performance (Fakhruddin, 2019). Google meet has video –based communication that helps the users to conduct interview individually, pairs and group and in learning English it helps teachers to held listening and speaking class (Chiablaem, 2021). The features of Google meet that provide authentic interaction (video conference) seems good to conduct speaking class. However, since some students just newly adapt with the mobile classroom, three elements namely affective, cognitive and psychomotor support the output of learning and speaking is also considered as a more complex skill, the students' responses need to be explored. This is as an effort to evaluate the virtual class especially for conducting speaking lesson.

A lot of qualitative studies had been conducted about the use of Google Meet Apps to bridge the speaking class. Nehe (2021) focused on students' perception in term of students' interaction in teaching learning process and four psychological aspects. Her study found that the teaching learning process (pre activities, main activities and post activities) were covered in learning speaking through Google meet. He also informs that the students were happy, secure, confident and brave to speak. Another study conducted by Halimatusadiah(2022)who focused on the optimality of Google meet to conduct the learning speaking class and the students' feeling. Her study exposes that Google meet is optimally used in conducting online speaking class and the students also feel relax and enjoy. This current study also in depth exposes about the affective reactions of the students related to the use of Google meet in conducting English speaking class. However, this study tries to clarify whether the students' affective reactions in online class greatly affect the student' speaking performance because most of the previous studies only explored about the relation between students' affective reactions in offline class and students speaking' performance. Furthermore this study will inform whether this feature can be maintained or not in the future.

Affective Domain and speaking performance

The term of affective generally refers to emotion or feeling statement. It is related to personality of human beings and has crucial role for human to think and act. Affective aspects centers on feeling and emotional reactions in term of attitudes, anxiety, motivation, inhibition, self-esteem, self-efficacy that greatly affect the language learning process (Zayed & Al-Gamdhi, 2019). Individual factors such as self-esteem, inhibition, anxiety, personality, motivation, and attitude are affective factors that influence the language learners to perform and express successfully their foreign language (Bao & Liu, 2021). Therefore, it can be claimed that the success and failure of English speaking performance are also determined by affective aspect. Tuan and May (2015) claimed that performance condition (time pressure, planning, standard of performance, and amount support), affective factors, listening ability, topical knowledge and feedback during activities are factors that determine speaking performance. Motivation, anxiety, self-confidence and beliefs seem dominant affective factors that affect the students' performance.

METHOD

Design

Qualitative approach had been implemented in this study to describe a group or social experience related to a phenomenon. Creswell & Creswell (2018) claim that exploring and understanding the meaning of individual or group to social or human problem can be approached by phenomenological research. The phenomenological research observes human behavior. In this study, the behavior refers to the use of Google meet in learning speaking

Participant

Twenty students as respondents and three students as informant had been purposively chosen as the subject of this study. The subjects were the students who

were taught and learn speaking through Google meet and ever not absent in English Speaking class. The informants of the interview were the students who often state agree for questions that related to affective and state disagree related to the speaking performance.

Instrument

Two types of instrument were used in this study, questionnaires in term of open-ended question and interview in term of semi structured. There were thirteen points on questionnaires and four main questions of interview had been administered to the students who are taught and learn English speaking through Google meet apps. The questionnaires were distributed to expose the students' affective responses related to the use of Google meet in learning speaking, the enhancement of the students' speaking performance and the intention of the use of Google meet. Next, the interview was conducted to support the data about students' speaking performance during having English speaking class through Google meet and also to clarify whether students' affective reactions influence the students' speaking performance or not.

Data Collection

In collecting the data, the researcher firstly made What App Group and then invited the students who were the subject of this study. Next, the questionnaires were designed in Google form and distributed the link in What Apps Group. The distributed questionnaires were translated in Indonesia language to make the respondents easy to respond. Thus, the information is accurate. The last, the interviews were conducted virtually through Voice note and also used Indonesia language in What apps Group (WAG) after the students submitted their questionnaires to determine the interviewees.

Data analysis

The gathered data of questionnaires were described in percentages of frequency, displayed in the table and then discussed. While the data of interview were transcribed, translated, reduced (the information which did not relate to the scope of this study), presented on the table and interpreted. Next both of the data are discussed and concluded.

RESULT

After collecting and analyzing the data through questionnaires, the researcher displayed the result as follow:

Table.1. Affective reactions, the enhancement of students' speaking performance and the long term of the use

No	Scope	Indicator	Students' response			
			Strongly agree	Agree	Disagree	Strongly disagree
1	Affective Reactions	Learning speaking through Google meet are interest and fun	5%	55%	35%	5%
2		I feel more confidence to speak English either monolog or dialogue through Google meet than in offline class	10%	55%	30%	5%
3		I feel relax to speak English either in monolog or dialogue through Google meet than in offline class	10%	75%	15 %	0%
4		Conducting monolog and dialogue through Google meet reduce my anxiety especially when I pronounce the words incorrectly	15%	60%	20%	5%
5		I can control my nervous when conducting monolog and dialogue through Google meet than in offline class	25%	60%	10%	5%
6		I feel satisfied to learn speaking through Google meet	15%	45%	35%	5%
7	Speaking' Performance	I can understand the utterance of my teachers' and my friends	10%	65%	25%	0%

		during learning speaking through Google meet				
8		I can accurately and fluently respond my teacher and my friends when conducting speaking class through Google meet	10%	50%	40%	0%
9		My pronunciation is more accurate during learning speaking through Google meet	15%	55%	25%	5%
10		My vocabulary is increased during learning speaking through Google meet	15%	50%	30%	5%
11		During learning speaking through Google meet, my speaking performance is better	10%	60%	25%	5%
12	The long term of the use	Learning speaking through Google meet is more optimal	0%	50%	50%	0%
13		Learning speaking through Google meet can be maintained in the future	10%	30%	40%	20%

From six distributed questions (Q1-Q6) as the indicators of affective reactions, five questions in which up to 50% student states agree. 55% or 11 students show their interest to learning speaking through Google meet and they are fun, 55% or 11 students confirm that they feel relax to speak English through Google meet, 75 % Or 15 students claim that they are relax to conducting speaking through Google Meet, 60 % or 12 students state that they can reduce their anxiety when mispronounce the word through Google meet, 60% or 12 students argue that they can control their nervous when conducting monolog or dialogue through Google meet. Only one question in which 45% Students confirm agree, it relates to the satisfaction. Only nine students confirm that they feel satisfied to learn speaking through Google meet. It can be interpreted that students convey Good or positive reactions related to the use of Google meet to facilitate learning speaking. It is also supported by the data in which all indicators about affective show that up to 10 % or 2 students strongly agree, less than 35 % or 6 students state disagree and only 1 student states strongly disagree.

Next for the enhancement of speaking' performance, up to 50% or 10 students agree that learning speaking through Google meet, they can understand the teacher and their friends' utterance, they accurately and fluently respond their teacher and their friends, their pronunciation is more accurate, their vocabulary is increased and their speaking performance is better. These responses display a signal that learning speaking

through Google meet also enhances students' speaking performance although some students seem confirm that the enhancement is not significant for them

The last focus relates to the maintain of the use of Google meet to facilitate learning speaking, 40% or 8 students confirm state disagree, 20% or 4 students state strongly disagree, 30% or 6 students state agree and 10% or 2 students state strongly agree. These responses lay out that the use of Google meet in learning speaking cannot be continuously sustained in the future. It is then clarified by the indicator about the optimal of the learning speaking through Google meet in which 50% students agree and 50% disagree.

In addition, to support the finding on the questionnaires, the researcher presents some information related to the enhancement of students' speaking performance and can Google meet be used to intensively facilitate learning speaking as follow:

Table.2. Teacher' feedback toward students' speaking' performance

Students	Comment
S1	The teacher always gave feedback such as corrected our pronunciation when we told a story or conducted conversation
S2	The teacher usually gave feedback by corrected the word that we used in sentences and the grammar of our sentence
S3	In my experience, the teacher corrected the accuracy of our sentence that we uttered in monolog or dialogue

Table.3. Learning activities and method

Students	Comment
S1	The teacher instructed us to create and conduct dialogue in pairs. Sometimes the teacher also instructed us to create video.
S2	The teacher instructed us to speak individual like self- introduction and conducted dialogue
S3	The teacher always instructed the students to speak individually and sometimes worked in pairs or role play

Table.4. the progress of speaking' performance

Students	Comment
S1	In my opinion, when learning speaking through Google meet, I can make sentence accurately because the teacher always explain how to make a good sentence.

S2	I think when learning speaking through Google meet my knowledge about grammar and my vocabulary show improvement but it is not significant like learning speaking in physical class
S3	Well, my opinion about this scope is my pronunciation seems show improvement but it is not significant like face to face directly in the physical class because we often face some problem such as internet connection so we can get a lot of material and it make the learning is not optimal.

Table.2, 3 and 4 propose that learning activities/ method are interactive and teacher also provides feedback during learning through Google meet. It is interpreted that learning activities and teacher' feedback support the students to improve their learning speaking. Pronunciation, knowledge of grammar and the accuracy of the sentence are elements that show improvement. This data also clarifies that the improvement does not seem significantly improve because some students claim that learning process is not conducted optimally

Table.5. the sustain of the use of Google Meet

Students	Comment
S1	Well, in my opinion, learning speaking through Google meet cannot be continued if the situation is not urgent. We can get a lot of material when the class is conducted physically. Learning speaking through Google meet is usually hindered by Internet quota and connection so we do not learn optimally.
S2	In my opinion, learning speaking through Google meet is only conducted in emerging situation because some of my friends have bad internet connection and some of them do not have internet quota so they cannot join the learning process.
S3	Well, I think it cannot be intensively used because I personality prefer or enjoy learn in physical class. The learning material is easier to be understood in physical than in online class. It is only conducted in urgent situation.

Table.5 supports the previous result that learning speaking through Google Meet cannot be regularly implemented in the future in normal situation, it only stands for emergency.

DISCUSSION

Affective and cognitive domains are two things which cannot be separated in learning process. Many empirical studies claim that human' affect seem represent their cognition. Arnold cited in Bao and liu (2021) claimed that affective is a part of cognitive domain, human brain can optimally work: think and act if affect is positive. It is also proved by many previous empirical studies that when the students feel confidence, can control and reduce their anxiety, they can be easier to express their self, more ready and motivated to get knowledge. This study proposes that the students promote positive affect related to the use of Google meet in learning speaking especially in anxiety element and also confirm that those affective reactions affect the cognitive reactions in this case is students' speaking performance. It is supported by the data in which most of students state strongly agree/ agree than strongly disagree/disagree. This study seems support the previous studies conducted by Halimatusyadiah (2022) and Nehe (2021) that students pose positive response related to the use of Google meet to facilitate learning speaking, in which students feel happy, confidence, brave, enjoy, relax and enthusiasm and learning speaking through Google meet are more optimal because Google meet gives students opportunities to practice English speaking than regular classroom.

In contrast with those studies, this study reveals a phenomenon in which confirm that learning speaking through Google meet is not optimal and about five until eight students confirm that their speaking performance does not improve significantly. It is supported by the data on questionnaires in which 50% students state disagree about the optimality of learning speaking through Google meet and several students still state disagree and strongly disagree related to the enhancement of speaking performance. Three interviewees also clarify this statement. Although the students confirm higher positive affects (feel more confidence, relax, fun, can well control and reduce their anxiety and nervous) in virtual class, the speaking activities appropriate and focuses on students (Student-centred learning) and the teacher also provides feedback related to

the students' performance in virtual class but those do not ensure that students' performance significantly improve. This statement is powered by Sari and Rahma (2019) who claim that in virtual class, the increasing of affective domain is not always followed by the increasing cognitive domain and vice versa. The interaction between teachers –students, students-students are limited through Google meet because in one session the students can only interact about sixty minutes and it can be indicated as one factor why the students' speaking performance does not significantly improve. Online learning less support teacher-students, students –students to interact and communicate and it influence the students' output (Adijaya&Santosa, 2018). Furthermore, conducting virtual class needs internet connection and some areas are usually not supported by good connection therefore, it can disturb the learners' concentration and listening ability.

In addition, this study also informs that the use of Google meet to facilitate learning speaking should not be maintained regularly, it is only used for emergency. If the teacher will use in normal situation, the teachers and learners should evaluate and consider the strategies, activities, learning material, method, students' characteristic, learning styles that appropriate to be implemented in order three domain of learning: Affective, cognitive and psychomotor can be achieved effectively and simultaneously.

CONCLUSION

Learning speaking through Google meet proves that students' affective reactions are more positive than in physical class. These reactions also affect the students' speaking performance but it is not significant because conducting learning through Google meet does not give opportunities and times to interact optimally. Therefore, it clarifies that the use of Google meet cannot be implemented regularly. It is only used for urgent situation.

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