# USING GOOGLE MEET IN TEACHING SPEAKING

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## Abstract

The aim of this research was to investigate how the use of google meet couldimprove students' speaking skills of English deparments' 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 quantitave data were acquired through test. The research findings 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.

**Key words:** google meet, speaking

## Introduction

Good speaking is characterized by some factors of the most prominent one is fluency, but many students are hesitant and often make long pauses when they are speaking. In addition, students are demanded to speak accurately but many students make mistakes whenever they use the language.Sepahvand (2014: 1847) argues that there are some reasons to put speaking as the first aim of study such as personal satisfaction from being able to speak and reaching other interests or career goals.Learning to speak in English not only in class, but also in everywhere. In addition, student habits can help to learn English, especially in speaking. For example, listening to songs,using chat applications, or even watching movies. This habit helps students improve theirspeaking skills in a fun and comfortable way, especially watching movies.Harmer (2007) states that there are three main reasons for making students speak in class. First, speaking activities provide training opportunities to practice speakingin real life in a safe class. Second, speaking assignments where students try to use one or allof the languages, they know provide feedback for lecturers and students. Everyone can seehow well they are doing: how successful they are, and also what language problems theyexperience.Although advanced technology has spread out and has given a big contribution to many fields such as science, business and educational field, it is not optimally and effectively used as media in teaching English. Internet

connection, computers, and various interesting media can support and improve theteaching and learning process but there are some teachers who have not usedthose media optimally in their language teaching process. The use of google meet in the teaching and learning process has important roles to improve the four language skills, especially speaking. Based on explaination above, researcher interested to investigate the use of google meet in teaching speaking. the problem of this research can be formulated into : How can google meet improve the students' speaking skills  English deparments' students in semester four  of Universitas Majalengka?

**RESEARCH METHOD**

This research was a collaborative action research. It consisted of four steps. They were planning, implementing, observing, and reflecting. Henning, Stone and Kelly (2009) points out that action research is conducted in local setting and undertaken for the purpose of improving by introducing more effective teaching strategies.Meanwhile, Burns (2010) states that the central idea of the action part of action research in educational field is to deliberately intervene in a problematic situation to result in changes and improvement in practice. The improvements in action research were based on the information or data gained during the process that the researcher collects systematically.since the teaching and learning problems are investigated within a specific social situation, action research is a small-scale and contextualized study. It was participatory and inclusive since the participants can get the opportunity to investigate issues collaboratively.Based on the explanation above, this study was aimed to find the feasible problems needed to solve soon related to the teaching and learning process of speaking and to implement some actions to improve the students' speaking skills.

**Techniques of Collecting Data**

The data of the research were qualitative and quantitative. The qualitative data were obtained through observationrelated to the teaching and learning process of speaking in the classroom. Quantitative data used test to measure students improvement in teaching learning processes.

**FINDINGS AND DISCUSSION**

This research used the Class Research Method which consists of several phases, namely planning, implementation, observation and reflection for cycle 1 and cycle 2. Theresearcher used tests through pretest and posttest, pretest and posttest were given to findout the improvement of their speaking skill after students follow all activities.

| criteria of speaking aspects | Grammar | pronounciation | Fluency | comprehension | Vocabulary |
|---|---|---|---|---|---|
| | 67.36 | 66.96 | 68.20 | 68.29 | 67.28 |
| | | | | | |
| | | | | | |

Based on table above, it can be explained that students speaking ability was still low. It can be seen from the score above. It was influenced by some factors, such as the lack of confidence of each student because some of students had a lack of mastery and understanding related to the 5 components of speaking skill, like grammar, pronunciation, fluency, comprehension, and vocabulary.

### Cycle 1 and Post Test 1

During the teaching learning process, the author observed each of the stages, and records important events or things while inthe class. After the learning process finished, the author concluded that there were a things needto be developed, so that learning targets can be achieved properly.

| criteria of speaking aspects | Grammar | pronounciation | Fluency | comprehension | Vocabulary |
|---|---|---|---|---|---|
| | 80.24 | 80.10 | 81.15 | 80.85 | 81.75 |
| | | | | | |
| | | | | | |

Based on the table above, it can be seen that the results of post test 1 showed there was a significant increase in the score of eachs criteria for speaking skill. This can also be seen from the results of observations that students looked so enthusiastic when google meet applied in speaking class. Some of students were even enthusiastic about trying to reciteevery sentence they heard.

**Cycle 2 and Post Test 2**

| criteria of speaking aspect | Grammar | pronounciation | Fluency | comprehension | Vocabulary |
|---|---|---|---|---|---|
|  | 82.20 | 81.10 | 81.20 | 81.85 | 82.75 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Based on the table above, it can be seen that the ability students' speaking had improved when compared to the results of the post test in cycle 1. This certainly  proved that the use of google meet greatly affects the level of achievement of students' speaking skill in the acadmic listening and speaking course.

**CONCLUSION**

Based on the results of the research above, it can be concluded that google meet could improve speaking skill of students.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.

**References**

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