

THE STUDENTS' PERCEPTION TOWARDS THE USE OF GOOGLE MEET IN MICRO TEACHING

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Abstract

This study aims to determine students' perceptions towards the use of google meet in micro teaching. The researcher applied mixed quantitative and qualitative methods. to achieve the purpose of the study, the data collected in the form of a Likert questionnaire, and interview. The subjects of this study were students of the Makassar State University, particularly to English Education Department academic 2022/2023. The sample of the questionnaire is 30 students and Interviews of 10 students were taken using voluntary sampling technique/non-probability sampling technique. The results of data analysis show that (1) positive student perceptions of use of Google meet application in micro teaching with the classification, 7(23%) students classified Strongly positive, 12 (40%) students classified Positive, 9 (9%) students are classified as Medium, 2 (2%) students are classified as Negative and not there are students who are classified as strongly negative. (2) Student explanations in interviews regarding the perception of using google meet explained that google meet is a good and interesting online learning tool, has good features that really support micro teaching learning in this pandemic era. Even though there is a pandemic, students can still learn micro teaching through google meet because in google meet learning students and lecturers can still interact and discuss well like in an offline class.

Keywords— *Students Perception, Google Meet, Micro Teaching.*

INTRODUCTION

Since the implementation of staying at home on March 16, 2020, all students have been urged to do online learning, and several universities have closed due to government lockdowns. Nowadays, one of the most serious issues is online learning. "Online learning" is defined by Dabbagh and Bannan-Ritland (2005) as "an open and distributed learning environment that uses pedagogical tools enabled by internet and web-based technologies to facilitate learning and knowledge building through meaningful action and interaction." Online learning is used not only to deliver material in class, but also to assess students' performance. In this day and age,

everything from assigning homework to analyzing student abilities can be demonstrated through online testing. E-Learning is designed to provide access to educational meetings outside of a traditional classroom setting by utilizing electronic technology in a non-interface meeting class. In most cases, it refers to a course program that is entirely digital. According to Azhari and Ming (2015), electronic learning, also known as e-learning, was one of the first applications of web-based technology. E-learning is defined as learning that is delivered solely through the internet and digital technologies (Al-Busaidi, 2013). It employs learning methods, as well as machine and software programs, and it intends to work with adult students who are unable to earn a living as full-time students (Moore, Dickson-Deane & Galyen, 2011). According to the researcher, e-learning is a teaching and learning process that uses electronic devices as a learning medium to supplement the learning process of classroom teaching. Without a doubt, e-learning serves an important purpose in assisting the educational learning system (Malik, 2020, Malik A.R. 2019, 2021).

The functions are designed to assist in a variety of sectors, including education. As an educator in the education sector, the teacher or lecturer uses the e-learning platform to help transfer information, materials, and subjects. E-learning can also be used as a medium for teaching and learning. Teaching, like using multimedia, begins with the increasing speed of internet connectivity. Furthermore, social media has a significant impact on and is constantly changing education. It can be expensive and time-consuming to learn and educate, and it does not guarantee results, but e-learning comes with the baggage of being a solution to any possible problem. Teaching practicum has traditionally been an important component of many teacher education programs (Canh, 2014; Köksal & Genç, 2019; Nguyen, 2015).

While teaching practicums are typically completed in school settings, it is also common for pre-service teachers to complete practicums in university settings as preparation for teaching practicums in school settings. Teaching practicum, also known as microteaching, has been an integral part of teacher preparation programs (Reddy, 2019) because it allows pre-service teachers to practice teaching and improves their teaching skills (Ahmed et al., 2019; Ahn & Park, 2020; Imaniah, 2019; Ismail, 2011; nal 2019; zonur & Kamşl, 2019; Reddy, 2019) before teacher candidates have teaching practicum in school settings.

Microteaching is frequently the first real teaching experience for many student teachers (Diana, 2013). Thus, microteaching is essential for preservice teachers before they practice teaching in real classroom settings at schools. Since the Covid-19 pandemic began in 2020,

teacher education programs have faced difficulties in dealing with teaching practicums (Sasaki et al., 2020). Because both students and teachers are not permitted to meet face to face, microteaching as a teaching practicum in a university setting has been done online since the outbreak of the COVID 19 Pandemic.

As a result, microteaching has been done in a variety of ways, one of which is by asking students to teach fictitious students and video-taping their performances. While this was one of the options for dealing with the sudden change brought on by the Pandemic, the lack of face-to-face meetings in microteaching may prevent pre-service teachers from learning how to teach students in real-life situations, as was the case prior to the occurrence of the COVID-19 Pandemic.

From the explanation above, it can be concluded that microteaching learning which is very important for prospective teachers, which is usually carried out in the classroom, has turned into online learning due to the outbreak of COVID-19. This has become an obstacle or difficulty for teachers and students because they feel the change happened suddenly. Direct face-to-face meetings make students feel at a loss because microteaching as a real teaching medium becomes unreal, but besides that, some students feel they have nothing to lose because by doing online learning they do not need to leave the house.

In this case, the researcher is inspired to examine student perceptions. In this research, the researcher will find students' perception. Perception itself means something that is quite important for everyone before that person is directly involved in carrying out every activity. This is because it needs consideration before carrying out an activity, so that something that is done is truly appropriate and profitable.

LITERATURE REVIEW

Definition of Micro Teaching

The word micro teaching comes from two words, namely micro and teaching. Micro means small, limited, and narrow, while teaching means educating or teaching. Microteaching means a teaching activity where everything is minimized or simplified. In other words, microteaching is an action or teaching and learning exercise activity in a laboratory situation (Sardirman, 2011). Mc. Knight in Asmani (2011:21) suggests that microteaching has been described as a scaled down teaching encounter designed to develop new skills and refine old ones. Microteaching

can be described as a “minimized” teaching process, designed to develop new skills and improve existing skills.

Allen and Ryan in Lakshmi (2009:4) describe microteaching as a scaled down teaching encounter, scaled down in terms of class size, lesson, length, and teaching complexity. Meanwhile, Allen and Eve (1968) explained that "microteaching as a system of controlled practice that makes it possible to concentrate on specific teaching skills and to practice teaching under controlled conditions". Buch (1968) defines “microteaching is a teacher education technique which allows teacher to apply well defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes encounters with a small group of real students often with an opportunity to observe the results. on videotape”.

Young (1969) describes that, "microteaching is a safe practice ground for student teachers, class room management problems can be minimized and focused upon separately as a component skill". Mc-Aleese and Unwin (1971) suggest that, "the term microteaching is most often applied to the use of closed-circuit television to give immediate feedback of a student teacher's performance on a simplified environment”.

Microteaching is a limited teaching training for prospective teachers to master the desired teaching skills. Singh and Sharma (2004:70) suggest that microteaching is a training technique, which requires pupil teachers to teach a single concept, using specified teaching skills to a small number of pupils in a short duration of time. Microteaching is a training technique, which requires the teacher's colon to teach the concept of stump, using certain teaching skills in small groups of students in a short duration of time.

Cooper and Allen (1971), define microteaching as a teaching situation that is carried out in a limited time and number of students, namely for 5-20 minutes with a total of 3-10 students. While Mc. Laughlin and Moulton (1975) define, "microteaching is a performance training method designed to isolated the component part of teaching process, so that the trainee can master each component one by one in a simplified teaching situation". Microteaching is a performance training method designed to limit the components of the learning process so that the practitioner can master the components one by one in simple teaching situations. A. Pelberg in Sukirman (2012: 23) says that, "Microteaching is a training procedure equipped with laboratory tools, aiming to simplify the complexity of conventional teaching and learning processes”.

Setyawan (2010:3) defines microteaching as a training model of teaching practice in a limited scope (micro) to develop basic teaching skills (base teaching skills) which is carried out in isolation and in simplified situations. Furthermore, Sharma (Singh, 2011) defines microteaching as, “a specific teacher training technique through which trainee practices the various teaching skills in a specific situation with the help to feedback with a view to increase the student involvement”. Microteaching is a teacher training technique through the practice of various teaching skills in specific situations with the help of feedback in the form of images to increase student engagement.

From several expert opinions regarding the definition of micro teaching, the author can conclude that microteaching is a learning, training and practice carried out by teachers and students in an efficient manner with the aim of developing students' knowledge regarding how to teach properly and correctly.

Characteristics of Microteaching

The main characteristic of microteaching is its minimization or simplification. The word minimization or simplification refers to the amount of time, the amount of material, the number of skills, and the number of students. Sharma in Lakshmi (2009: 54) identifies the characteristics of microteaching learning.

- 1) Real Teaching, microteaching is real teaching. However, it focuses on developing teaching starts.
- 2) Scaled down teaching, the following out line is characteristic of scale down teaching: a) Scaling down the class size of five to ten pupils, b) Scaling down the duration of period of five to ten minutes, c) Scaling down the size of topic, and d) Scaling down the teaching skills.
- 3) Individualized device, it is a highly individualized training device.
- 4) Providing feedback, it provides the feedback for trainee's performance.
- 5) Device for preparing teachers, it is a device to prepare effective teachers.

Google Meet

Google Meet is a video conferencing application. It is Google's Hangouts platform for education. Users can use the solution to make video calls with up to 100 people per high-definition video meeting. Meet eliminates the hassle of joining a video call at work. Simply schedule a meeting and distribute a link. There's no need to worry about whether colleagues

or students have the proper accounts or plug-ins. Meet is fully integrated with G Suite, so you can join meetings from a Calendar event or an email invitation. Whether you're joining from a computer, phone, or conference room, all of the important event details are right there when you need them.

The advantages of Google Meet

1) There is a Free Version and a Flexible Paid Version

Google Meet is free for all Google users. The free version supports up to 100 participants. Also, the time limit for free users is 60 minutes, unlike Zoom, which limits the free version to just 40 minutes. Of course, because it is integrated with Google services, users with Google accounts can easily use Google Meet.

The paid version as part of Google Workspace apps and services, formerly G Suite, is similar to Microsoft Teams which is part of all of Microsoft's Office 365 services. With prices starting at USD 6.00 per month for each user with the Basic Plan, much cheaper than the Basic Plan Zoom at USD 149.90 per year per license.

More expensive plans unlock more features. The Business Plan which costs USD 12.00 per user per month includes all the features of the Basic Plan with unlimited cloud storage space and up to 150 meeting participants. The Enterprise Plan costs USD 250.00 per user per month and includes all the features of all other paid plans, support for 250 meeting participants, and additional security and administration tools.

2) Integrated with Google Services

The main advantage of the Google Meet platform over messaging apps like Google Hangouts, Facebook Messenger, WhatsApp, Viber, and Telegram, is that Google Meet includes comprehensive tools for productivity and interactivity. For example, the share screen feature allows speakers to present documents, spreadsheets, presentations, or browser tabs to attendees. Other features include polls for real-time decision making, file and image sharing, and chat.

Google Meet also integrates with Google Contacts and Google Calendar for one-click calling or meeting participation. The paid version via a Google Workspace account unlocks even more features, including real-time closed captioning using speech recognition, country-specific phone numbers, noise cancellation, and encrypted calls.

Note that the paid version unlocks more features. Part of the Google Workspace, paying users also have access to cloud storage via Google Drive, office productivity tools like Google Docs, note-sharing apps, survey forms, and customer support via chat, email, and phone. The Enterprise plan allows recording of meetings that are automatically saved in your Google Drive account.

3) Very Easy User Experience and User Interface

Another advantage of Google Meet is that it 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 on the link will launch a web browser that points to the meeting.

Creating a meeting is also as easy as launching the platform, creating a link, and sending the meeting link to participants via a messaging app, email, or more interestingly, by creating an event in Google Calendar and sending an invitation to the email recipient in the Contacts list.

The overall look or feel of the platform is clean and minimal. Developers design Google Meet similar to other Google products and services. Thus, users are simplified with the overall Google Workspace user experience.

4) Video and Audio Quality, Overall Performance and Security

Note that the platform defaults to 360p resolution for incoming and outgoing video feeds. However, the resolution can be set up to 720p. It is interesting to note that individual users can also change the resolution for sending and receiving feeds, thus giving them better control over their data consumption.

This also includes handling conferences with large participants, albeit with some breaks. Of course, overall quality and performance depends on factors including Internet speed and hardware capabilities of the participant's device. Overall performance remains strong with minimal performance issues, comparable to both Zoom and Microsoft Teams.

METHODS

Research Design

In order to achieve the research question, the research design which is accordance with this research was mix method. According to Creswell (2014: 5) mix-methods is a research approach that combines or associates qualitative and quantitative forms. Meanwhile, according to Johnson and Cristensen (2007) Mix-Methods or a combination method is an

approach in research that combines or connects qualitative and quantitative research methods (covering philosophical foundations, using approaches and combining both approaches in research). So, from the various definitions of the experts above, it can be said that mixed methods are research that combines or combines qualitative and quantitative research approaches.

Research Site

The research was conducted from January to March 2022 via offline. The participants of this research are students in English Education Study Program of State University of Makassar.

This research used two instruments to obtain and collect data. These instruments are questionnaire and Interview. Both of these instruments are important to obtain rational and in-depth data and serve to provide answers to research questions listed in the problem formulation.

1. What is the student's perception towards the use of google meet in micro teaching?
2. What is the impact using google meet in micro teaching?

Data Analysis

After collecting the data, the researcher analyzed the data using the following steps:

1. Questionnaire:
 - a) Classifying all of the collected data based on statement of the problems;
 - b) Analyzing the percentage by using formula as below:
$$P=f/N\times 100\%$$
 - c) Making the categories of students' perception based on the range of scale criteria
 - d) Making categories by classifying the frequency of the students who have the same score.
 - e) Describing the students' perception towards the use of google meet in micro teaching by interpreting the data and making conclusion.

2. Interview:

The data from the interview were analyzed as follows:

- a) Collecting the raw data
- b) Transcribing the recording
- c) Drawing conclusion

The questionnaire used Likert Scale that consisted of four-point scales as follows: chose to test this hypothesis because the two samples used were different students. The technique of calculating data can be done using SPSS. The data collection procedures in this research include these following steps:

- a) Determine the sample that is willing to be the object of research based on predetermined characters.
- b) Prepare a questionnaire and send it to Google Form.
- c) Provide guidance on the questionnaire and ask students to fill it out.
- d) After all the research participants fill out the questionnaire, the researcher summarizes the sample answers.
- e) Prepare tests that will be given to the sample.
- f) Give a test.
- g) Collecting and checking students' answers.

RESULTS

To find out students' perceptions of the use of Google Meet in their micro teaching learning at the Makassar State University, especially the 2018 English Education Study Program, a descriptive analysis was used based on responses to statements in the questionnaire. statement items in students' perceptions of the use of google meet in their micro teaching learning are described in the form of a frequency table.

1. Quantitative (Questionnaire)

Table 1. Questionnaire's Result

Range of scale	Frequency	percentage	Students' perception
85-100	7	23%	Strongly positive
69-84	12	40%	Positive
53-68	9	9%	moderate
37-52	2	2%	Negative
20-36	-	-	Strongly negative
Total	30	100%	

From the table 1, it can be seen that students have different perceptions about towards the use of google meet in micro teaching. This is related to two indicators of perception according

to Robbins, namely 1). Reception, the process of acceptance is an indicator of physiological perception, namely the functioning of the senses to capture stimuli from outside 2). Evaluation, external stimuli that have been felt are then evaluated with the individual. This assessment is very subjective. One values the same stimulus as difficult and boring. But others value the same stimulus as something good and pleasurable. From this study most students have positive perceptions, and the rest have negative perceptions. This is also supported by Irwanto (2002) who explains that there are two types of perceptions, namely positive perceptions and negative perceptions. Positive perception is a perception that describes all information, knowledge (known or unknown) positively. If a person has a positive perception, he will accept and support the perceived object and negative perception is a perception that describes information (known/ unknown) negatively or does not match the perceived object. If a person has a negative perception, he will resist and oppose every perceived effort. The perception classification table above shows that most students think positively about the use of the google meet application in micro teaching.

2. Qualitative (Interview)

To find out things that are not measurable with certainty, the researcher conducts qualitative data analysis based on the data generated from interviews and this aims to obtain detailed information related to research that cannot be obtained from questionnaires.

The researcher found from the results of the questionnaire that most of the Makassar state university students, especially the 2018 English education study program class A, B, and C, tended to give a positive response, as evidenced by the following diagram:

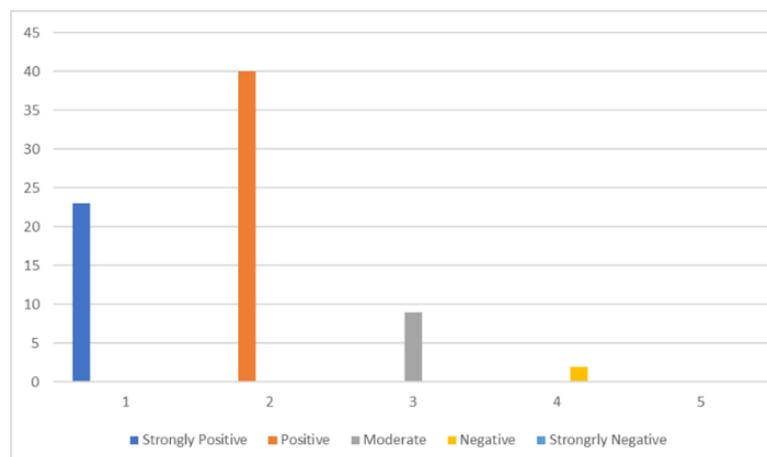


Diagram 1. Interview Results

a. Positive Perception

There are 7 (23%) students have a very positive perception and 12 (40%) students have a positive perception. It can be concluded that 19 (63%) students have a positive perception of the use of google meet in micro teaching. This is evidenced by the results of interviews with students who also agreed to the use of google meet as shown below.

Extract 1

(Student 1, 02/02/2022/No.1)

... In my opinion, the use of Google Meet as a tool in micro teaching learning is very good considering that even though we do distance learning, with the Google Meet application we can still face to face even though we are in different places but the communication that exists in the micro teaching learning process uses google meet continues as we know normally if micro teaching learning is identical with practice in these courses we are trained to practice how to teach now in conclusion google meet is a good solution to overcome learning during a pandemic.

b. Moderate

There are 9 (9%) students have moderate perception or response. It was supported by the result of interview as follows:

Extract 1

(Student 1, 02/02/2022/No.2)

... the problem when learning micro teaching using google meet can be said to be quite minimal. It's just that there is a lack of communication between lecturers and students due to network constraints but this is not a big thing in my opinion because this does not happen continuously.

Extract 2

(Student 3, 02/02/2022/No.2)

... During microteaching learning using Google, I don't think there is a problem, it's just that there are network disturbances.

c. Negative

There are 2 (2%) students have negative and no students have strongly negative perception. It can be concluded that 2 (2%) students have negative perception towards the use of google meet in micro teaching, it was supported by the result of interview as follows:

Extract 1

(Student 5,05/02/2022/No.4)

...it is difficult to understand learning because the signal is sometimes not good so that when the lecturer makes a presentation sometimes the connection is disconnected.

Extract 2

(Student 4,02/02/2022/No.4)

... the application is too complicated so we are difficult to understand.

Based on student descriptions in direct interviews, it is known that most students classified as classified have a positive perception towards the use of google meet in micro teaching because several indicators such as having good features and reflecting effective teaching methods

DISCUSSIONS

There are several research indicators that can be concluded. However, before the researcher discusses some of the indicators that influence students' perceptions, it should be noted that everyone has a different perception of something. As we know, perception is the process of recognizing and interpreting sensory information to provide an overview and understanding of the environment. This is related to the definition of perception theory by Robbins (2013) which states that perception related to the environment is a process in which individuals organize and interpret their sensory impressions so that they can give meaning to their environment. Researchers can reveal that everyone has differences because it relates to the types of perception theory according to Irwanto (2002) which states that there are two types of perception; positive and negative perceptions.

Regarding the data, the findings which show that students have a positive perception cannot be separated from the advantages of Google Meet itself. Based on the findings, some comments from students stated that Google Meet is a good online learning tool. Researchers can conclude that this is because Google Meet has good features and supports the learning process during the pandemic, Google Meet is a simple application that doesn't consume much quota compared to other video applications and students feel that Google Meet is easy to operate and can be used anywhere it is available. for most phones in this era. Features to display screens, videos, images, audio, and messages allow them (lecturers and students) to carry out the learning process. This is relevant to L. Tjokro (2009) e-learning has many

advantages including being easier to absorb, meaning that it uses multimedia facilities in the form of images, text, animation, sound, and video. Based on the previous theory about the advantages of E-learning and previous research on user satisfaction with the google meet feature, this is revealed from the data obtained in the interview below:

Extract 1

(Student 5, 02/02/2022/No.1)

...In my opinion, learning micro teaching using Google Meet is a good solution to carry out the online learning process because of its various features that allow lecturers and students to meet on screens, interact, and share and receive materials with the share screen feature.

CONCLUSIONS

Based on the findings and discussion of the previous chapter, the researcher concludes that:

1. Students' perception towards the use of google meet in micro teaching is positive. This is supported by the percentage of the questionnaire which shows that 7 (23%) students are classified as strongly positive, 12 (40%) students are classified as positive, 9 (9%) students are classified as moderate, 2 students (2%) are classified as negative and there are no students which is strongly negative. This can be interpreted that students have a positive perception towards the use of google meet in micro teaching.
2. Student explanations in interviews regarding the perception of using google meet explained that google meet is a good and interesting online learning tool, has good features that really support micro teaching learning in this pandemic era. Even though there is a pandemic, students can still learn micro teaching through google meet because in google meet learning students and lecturers can still interact and discuss well like in an offline class.

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