

## **STUDENTS' PERCEPTION AND MOTIVATION TOWARD ENGLISH THROUGH GOOGLE MEET TO THE ELEVENTH GRADE STUDENTS AT SMA PRESTASI PRIMA ACADEMIC YEAR 2020/2021**

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### **Abstract:**

Along with the development of science, learning English is very important for students to master or learn. However, with the COVID-19 outbreak, learning activities are carried out at home using the Google Meet media. This study aims to determine students' perceptions and motivations towards English through google meet in class XI students of SMA Prestasi Prima for the academic year 2020/2021. This type of research is descriptive qualitative data taken from 30 students of class XI IPA 1. Data collection techniques using observation, questionnaires, and interviews. Then the research instrument used field notes, questionnaire sheets, and cellphones, and the Whatsapp application. Then analyze the data using data reduction data, display the data, and conclude. The results of this study are presented descriptively. Then this study found that the perception of students learning English through Google Meet was quite good. However, students experience obstacles in online learning, such as difficulties understanding the material, network disturbances, and internet data packages that run out quickly. While students' motivation to take part in online learning is quite good, this can be seen from the way students think they are still diligent in doing assignments and repeating material that has not been understood. However, some students are not enthusiastic about learning English through google meet. This can be seen from the attitude of students who are lazy to study because they have a lot of assignments and feel bored with the assignments given repeatedly.

**Keywords:** *Perception, Motivation, and Google Meet*

### **INTRODUCTION**

Learning English is a subject that is taught in schools ranging from elementary school up to college. Learning English has four skills such as listening, writing, speaking, and reading. However, with the covid 19 outbreak in all levels of society, learning activities are carried out at home. Learning activities are carried out at home to break the chain of spreading the virus and maintain the safety and security of students and teachers with an appeal from the government, namely The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation.

Then this learning activity is carried out using media, namely, Google Meet. According to Juniarti (2020), Google Meet allows users to hold meetings while on the move, conduct teaching and learning activities and virtual training classes, remote interviews, and much more etc. Difficulties in online learning led to negative perceptions of students because they are considered less effective. Online learning during the pandemic has resulted in limited interaction between teachers and students. Examples such as not being able to do some learning that requires practice. This causes students to have difficulty understanding the material.

In addition, students feel bored with online learning because the tasks given by the teacher are repeated, and the way the teacher delivers the material is less attractive, causing a lack of motivation to learn. Lack of motivation to learn makes students ignore the online learning process, such as not doing school assignments given by the teacher. This causes student achievement to decline. So that in this study, the researcher chose class XI students at SMA Prestasi Prima because every English material during the pandemic was delivered using the Google Meet learning media. Not only English material but other subject matter also uses Google Meet media. Based on the background of the problem above, the researcher examines "Students Perception and Motivation

Toward English Through Google Meet to the Eleventh Grade Students at SMA Prestasi Prima Academic Year 2020/2021".

From this point, the researcher is curious to reveal such an issue then the researcher wants to prove that learning English through Google Meet is less optimal than face-to-face learning. That is by exploring students' perceptions and motivations towards English through Google meet. So that by knowing the perceptions and motivations of students, it is hoped that teachers can improve the learning process during the pandemic to improve student achievement.

#### **METHOD**

This research was conducted from January 2021 with the type of qualitative research and using descriptive methods. The data sources in this study were taken from 30 students of class XI IPA 1. Then the data collection techniques used observation, out closed questionnaires, and in-depth interviews. In addition, the research instrument in this study used field notes to record learning activities. Then the questionnaire sheets were distributed through a google form containing a list of questions aimed at finding out information from respondents.

As well mobile phones and WhatsApp applications were used to obtain data by interviewing respondents. To analyze the data, the researcher used data reduction, data display, and conclusion. In the data reduction, the researcher selected, identified, and classified the data that was considered necessary. Then, the researcher made the data

display to simplify the data and ensure that the reader could understand the data. The last way is to conclude the data result. The researcher concludes the data discussed.

#### **FINDINGS AND DISCUSSION**

This chapter describes the findings and discussions dealing with students' perception and motivation toward English through google meet with the eleventh-grade students at SMA Prestasi Prima academic year 2020/2021.

##### **Students' Perception**

Based on the exposure to the data, it can be seen that students' perceptions of English through Google Meet for eleventh graders at SMA Prestasi Prima are different for each student. This questionnaire was distributed to 30 students of class XI IPA 1 consisting of boys and girls.

According to the questionnaire that has been distributed to students, from the first question regarding learning English through Google Meet, it can replace face-to-face learning activities during the Covid-19 pandemic. The data obtained in the questionnaire showed the highest frequency with a percentage of 60% answered agree. This means learning English through Google Meet can help English learning activities which were disturbed due to Covid 19. Therefore, face-to-face learning cannot be done during the COVID-19 pandemic to comply with health protocols, even though online learning is less than face-to-face learning.

Then the second question, the data obtained in the questionnaire, showed the highest frequency with 70% answered agree. The conclusion is that the teacher always accepts and always explains students' questions during learning activities through google meet. If students do not understand the material presented by the teacher, the teacher will explain it again and give examples to students so that it is easy to understand

The third question, the data obtained in the questionnaire, showed the highest frequency with a percentage of 66.7% answering agree. The conclusion is that the applied English learning material is well and available, using PowerPoint to explain the material. The fourth question, the data obtained in the questionnaire, showed the highest frequency of 40% answering disagrees. So, the conclusion is that in learning English through Google Meet, it is not easy for students to access it because every student has problems accessing English learning through Google Meet. Because media like Google Meet requires a good internet network.

The fifth question, the data obtained in the questionnaire, showed 60% answered they agreed. The conclusion is that learning English through Google Meet can make it easier for students to send assignments given by the teacher on time. That is by setting the time, such as when students have to do schoolwork to collect assignments by the grace period that the teacher gives.

Question six, the data obtained in the questionnaire, showed the highest frequency of 53.3% answering disagrees. The conclusion is that students feel less concentrated on learning English through google meet because they feel bored for too long staring at the HP layer. Then students can switch to other applications to relieve boredom because, on the cellphone, there are so many applications that make students lose focus on learning.

Question seven, the data obtained in the questionnaire, showed the highest frequency of 53.3% answering disagrees. In learning English through Google Meet, it is quite difficult to improve learning outcomes. Most students experience obstacles that result in less achievement of the expected learning objectives. In addition, learning English through Google Meet is also less optimal than face-to-face, which can directly interact with the teacher, and students can focus more on learning.

Question eight, the data obtained in the questionnaire, showed the highest frequency of 76.7% answering agrees. Furthermore, the conclusion is that the method used in learning English through Google Meet is easy to learn. The teacher applies the English learning method through Google Meet using the lecture method and question and answers to students, although not all students respond, such as the teacher asking questions.

In addition to the questionnaire above, the researcher also interviewed students. This was done to support the questionnaire to learn more about students' perceptions of learning English through Google Meet. Based on interviews conducted with students, it is known that some students have negative and positive opinions. Due to the pandemic situation, this interview was conducted using the WhatsApp application.

*SA "Menurut saya ya membantu kak ketika pandemic seperti ini"*

Learning English through Google Meet helps in replacing face-to-face learning during a pandemic. The conclusion is that most students answer questions from researchers that learning English through Google Meet can help hampered English learning activities due to Covid 19. However, learning English through Google Meet is unlike face-to-face learning activities that can directly interact with teachers and discuss with friends. Due to this pandemic situation requires maintaining health protocols such as keeping a distance.

*FNS "Guru selalu menjelaskan dengan baik dan memberi contoh"*

Based on the data obtained by researchers relating to teachers in delivering English material through Google Meet, it is available clearly and well. In conclusion, the teacher conveys clearly and well. In addition, the teacher also presents English material using PowerPoint media. The PowerPoint helps to explain the material that the teacher will convey.

*MOG "Iya efektif dengan waktu 1 setengah jam untuk daring"*

Based on the data obtained by researchers regarding the time available when learning English through Google Meet, the conclusion is that it is quite effective at 1 and a half hours. Students are allowed to ask the teacher if they do not understand; in addition, the teacher will provide examples to make it easy for students to understand. Even though in terms of the time, it is not optimal like face-to-face learning

*FNS "Kalau saya jaringan internet aja yang kadang kurang bagus. Jadi suaranya putus-putus"*

Based on the data obtained by researchers regarding the obstacles experienced by students when learning English through Google Meet, the conclusion is that most students have poor signal problems to access while learning English through Google Meet and spend a lot of internet quota.

### **Students' Motivation**

Student motivation towards English through google meet in class XI SMA Prestasi Prima is based on the results of observations that the researcher has made. Students' attendance was good enough to participate in online English learning activities; as many as 23 to 28 students attended. The teacher applies English learning using the method of explanation and question and answer. However, students' activeness in answering light questions is quite lacking because there are only 3 to 4 students. The teacher also used PowerPoint media and symphony books to support the delivery of English material. In learning English through Google Meet, the teacher is clear and good at delivering the material. In addition to the above observations, the researcher also interviewed students. This was done to support observations to learn more about students' motivation towards English through Google Meet. This interview was conducted with 13 students. It is known that students have different opinions.

*SA "Agak kurang semangat ya walaupun harus semangat untuk mencari ilmu. Karena jika belajar daring kita harus belajar menggunakan HP atau laptop. Namun jika di sekolah kan pasti akan lebih focus untuk mendengar dan memahami pelajaran"*

Based on the data obtained by researchers related to the spirit of students learning English through google meet, the conclusion is that students tend to feel less spirit because of several things. Students feel they do not understand the material presented by the teacher and lack focus in learning.

However, some students are spirit about online learning because of a sense of compulsion and mood conditions.

*PYYs " Kalau nanya lebih sering keteman yang sudah paham sih kak jadi lebih leluasa "*

Then based on the data obtained by researchers related to the question, "*Apakah siswabertanya kepada guru apabila belum paham terhadap Materi Bahasa Inggris melalui google meet?*" so the conclusion is that not all students can understand well the material explained by the teacher. However, students also try to get an understanding of the material where most students ask their friends rather than the teacher

*ABA " Saya usahakan mengerjakan tugas walaupun kadang saya kurang paham terhadap materinya "*

Based on the data obtained by researchers related to student crafts doing assignments, so the conclusion is that most students work seriously. Still, some students do assignments with a sense of compulsion because the task must be done on the teacher's orders in the hope that students study diligently and practice after getting material from the teacher.

*FNS "Kadang belajar, tapi lebih seringnya enggak kak. Kalau ada tugas aja karena tugas lain juga banyak kak "*

Based on the data obtained by the researcher, it is related to the question "*Apakah siswa tetap belajar walaupun tidak ada tugas?*" so, in conclusion, most of the student answered that they would learn if there were only assignments with the reason, they had many assignments. However, some students learn by repeating the material that the teacher has taught. Although this is online learning, it is expected to learn because it will increase the understanding of students who previously did not understand.

*ABA "Bosan kak lebih enak tatap muka bisa berinteraksi langsung tidak terus-terusan tugas "*

Based on the data obtained by the researcher, it is related to the giving of assignments that are too frequent. In conclusion, most students feel bored with assignments given too often, which will make students lazy to study, but some students are not bored with assignments that are too frequent.

## **CONCLUSION**

Based on the research results that have been done, it can be concluded that learning English through Google Meet is good enough to help learn activities in a pandemic situation. In addition, the time provided is quite effective, one and a half hours. However, students also experience obstacles in online learning, such as difficulties understanding the material, network disturbances, and internet data packages that run out quickly. While students' motivation to be enthusiastic about participating in online learning is quiet, this can be seen from the way students think they are still diligent in doing assignments and repeating material that has not been understood. However, some students are not enthusiastic about participating in online learning. This can be seen in students who are lazy to study because of many assignments and feel bored with assignments given repeatedly.

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