

STUDENTS' SPEAKING PERFORMANCE ANALYSIS AFTER LEARNING USING GOOGLE MEET AT PANDEMIC (COVID 19) ERA

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ABSTRACT

The aim of this research is to find out the first year students' speaking performance after learning using google meet at Pandemic (Covid 19). There are 30 students chosen totally as the object of this research. Speaking test is used to know the students' speaking performance. The result showed that the first year students' speaking performance after learning using Google is excellent. Their performance in expressing idea (content) , in pronunciation , in vocabulary is excellent. Somehow, their performance in grammar and fluency are good (not excellent/ optimal). It is recommended that the speaking subject lecturer give many opportunities for students to improve student's capability in grammar and fluency through practicing much in sentence construction and in releasing their hesitation in speaking in daily communication. They are influenced by native language frame and nervous when they are speaking. The students are suggested to keep their ability excellent in speaking skill, but they should improve their ability in the aspect of speaking such as grammar and fluency. For the next researcher is recommended to find out the causes of the students' speaking performance in grammar and fluency is good (not excellent).

Keywords: *Students' speaking performance , Google meet.*

INTRODUCTION

Students' speaking performance is the students' capability in using English, the international language for communication, orally. English has been used as a means of communication around the globe (Hendriani & Suzanne: 2013:82-84), Nunan (2003:64).. It is used by nations around the world for different purposes for example for studying abroad and for applying job in international company. Fundamentally, English consists of four skills. They are listening, speaking, reading and writing. Literally, speaking has played progressively critical part in moment or outside language setting as an imply of communication in lifestyle. Since in the past until in today's world speaking English has gotten to be a need in reality (Thornbury (2005:13).

In this modern technology and globalization era, teachers, instructors, and students need to have speaking performance to pick up worldwide sources of information either directly from the source people or media of communication and have more opportunities to take after the improvement of current information (Leo (2013:7) . Since the deadly and infectious disease CoronaVirus or Covid-19 it has seriously damaged the global economy and education, all school college students do not attend teaching learning process off-line for the pandemic) covid 19)

era, So. Education institutions are struggling to find out the solution of learning process. Online learning or e-learning can be termed as a tool that can make the teaching-learning process more fun . Prawiladilaga (2006:5) defines that e-learning is the use of information and computer technologies to create learning experiences. (Prawiladilaga (2006:5) Students can learn anytime and anywhere, and also can develop new skills in the learning process. There are many applications that can be used like google meet, google classroom, zoom, etc. Google meet is one of the easy, and cheap program (Juniartini and Rasna (2020:2)

In speaking class, teacher and student need interaction each other to improve speaking ability. The application like google meet can be used as media to support teaching and learning process because this application has an online video conferencing service and friendly users. It can be used to work or teaching learning process from home, when there is social distancing to prevent the spread of Corona Virus. (Sawitri (2020:14) .

At English Department of FKIP Universitas Bung Hatta, speaking has been learnt as one of subjects listed in curriculum and it is integrated in Intensive Course program held in every odd semester. Because of pandemic, Covid 19, the learning process is done on-line. It is hoped that students' speaking performance through on-line is the same quality with that learning through offline (Afiah (2016))

There are some aspects of speaking performance such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well (Brown and Abeywickrama (2010). Since complicated aspects of speaking performance, most of the students found problems to master this important skill due to the several factors such as lack of mastery of idea to speak, vocabulary, grammar, pronunciation and fluency (Hartiwi, et.al (2013). Expressing idea tend to have a two-part structure: the first part is the topic, i.e. what we are talking about, and the second part is the comment, i.e. what we want to say about the topic. The topic is typically information that has already been mentioned (given information), while the comment is usually something new (Thornbury (2005:3). Pronunciation concerns the way to say, articulate, assimilate, intonate, and stress words (Harmer (2001). Criteria of good pronunciation are easy to understand by advanced users of English, pleasant to hear for advanced users of English, and easy to pronounce for oneself (Carmen: 2010:25)). Vocabulary is a foundation of a speaking performance, and a lot of conversation consists a very large extent of such common words and short phrases as well (Thornbury : 2005:22). Grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level, and it is very important in speaking performance (Nunan:

2003:154)). Fluency is the length of run, i.e. the number of syllables between pauses (Thornbury : 2005:7). fluency comes with time and practice and should not be expected in the beginning of learning. When we speak too quick, our brain does not have the time to construct correct sentences, we have to speak slowly and think to build good sentences in English (Carmen, (2010:25)

Speaking performance has several types like imitative, Intensive, Intensive, Interactive, Extensive (Abeywickrama: 2010:184)). Imitative is types of speaking performance that deal with the ability to imitate a word or phrase or possibly a sentence. Intensive speaking performance is direct response, read aloud, dialogue completion tasks and oral questionnaires, picture-cued tasks, and translation. Interactive is type of speaking tasks that can be described as tasks which produce interaction either transactional language or interpersonal exchange. Extensive is type of speaking oral production tasks which are termed as monologue tasks include speeches, oral presentation, and story-telling.

There are some activities to promote speaking, Interview, live monologue, record monologue, Role play, collaborative task and discussion (Thornbury: 2010: 125-126). Interview is question and answer activity orally to obtain information, Interview is question and answer activity orally to obtain information. Record monologue is a voice recording from speech given by a person. Role play is the act of imitating the character and behaviour of someone. Collaborative tasks and discussions is an assignment in which one or more students must work together

In Pandemic era (Covid 19) on line media is very important to conduct teaching and learning subject including learning speaking. One of media is Google Meet. It is a video conferencing applications used for the online meeting and teaching learning process created and developed by Google (Juniartini and Rasna: 2020:2). Around the world millions of people have left office following government instructions for working from home (WFH). Many people take advantage from using video conferencing applications. So far there is no research at English Department do research to know student's speaking performance after learning on-line using google meet. Using google meet has some advantages, they are (1) Google meet has HD video display and other resolutions support, (2) Google meet has video encryption service (3) Google meet can invite up to 100 participants, (4) Google meet has many display options, (5) Google meet has the feature of white board, (6) Google meet can use available for free, (7) Google meet is easy to use (Sawitri, 2020:15)

The procedure of teaching speaking using google meet are Open the google meet application.(1) Creating a new meeting. (2) Invite others to our online meeting. (3) ending a link or meeting code to whatsappgroup, (4) Joining a meeting.(5) starting speaking activities, (6) giving the student opportunity to practice speaking, (7) The student practice speaking, (8) close the lesson and end the meeting.

There are some studies that are related with speaking performance. The first, is the study that was done by Devi Siti Sihatul Afiah (2016), entitle “Analysis Students Speaking Skill Based on Local Material at First Semester in English Department of UNSWAGATI.” It focused on student speaking skill. The finding showed that lots of students were able to speak well and few of them were still lack of problem in speaking. The other study was done by Dara Sawitri (2020) entitle “The Use of Google Meet for working from home at pandemic era (Covid-19)” it focused on using google meet for work from home. The finding showed that the students’ experience in using google meet in teaching learning process in their everyday lives is quite impressive. The students can improve their knowledge and also learn new skill to operate an application especially using google meet. using google meet in teaching learning speaking: Based on the previous studies, no researcher studied about students’ speaking performance at pandemic era, so this study is very important to know whether on line learning using google meet makes students’ speaking performance good. This study focuses on students’ speaking performance especially speaking performance in expressing idea (content), vocabulary, pronunciation, grammar and fluency.

METHODS

The object of this study is the first year students of the English Department of Universitas Bung Hatta. There are 30 students as the total sampling of this study. They were chosen because they learnt speaking subject at the moment of pandemic (covid-19). They were totally taught using google meet media from the beginning until the end of the semester. The instrument used was speaking test in which the students were asked to speak based on the alternative topics provided. Those topics were selected from the handbook used in teaching learning process, such as favorite food, movie, mood and feeling, weekend, job, past activities, fantasies and their own topic. Video recording was used to record the students’ speaking with duration 4-8 minutes. To make the test reliable, inter-rater technique was used in which the students’ speaking transcription was evaluated by two scorers, and to find out the correlation index of two set of scores, it was used Pearson

Product Moment formula, as follows.

$$R_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2) - (\sum x)^2\} \{(n\sum y^2) - (\sum y)^2\}}}$$

Where:

R_{xy} : is the coefficient of correlation between x dan y,

variable x : is score given by scorer 1,

variable y : is ore given by 2n scorer,

n : is the number of student,

$\sum x$: is the total score of x,

$\sum y$: is the total score of y

$\sum xy$: is the total score of xy

This instrument is categorized as reliable one since it has very high correlation index (0.93) (Gay (2009)). In conducting the speaking test, the students were asked to speak one by one through google meet, and it was recorded. The transcription was done for giving score based on the criteria of scoring modified from Mueller's Idea (2004) such as criteria below;

Table 1: scoring criteria

Aspect of speaking	Scoring and Measuring Aspects	Score
Expressing idea (content)	1. Excellent 85-100% description in speaking is related with the topic and understandable.	20
	2. Good 61-84% description in speaking is relate with the topic but not understandable.	15
	3. Moderate 41-60% description in speaking is not related with the topic and understandable.	10
	4. Bad less than 41% description in speaking is not related with the topic and not understandable.	5

Grammar	1. 85-100% of students' sentences (subject, verb/ be, tense, adverb and article) are correct.	20
	2. 61-84% of students' sentences (subject, verb/ be, tense, adverb and article) are correct.	15
	3. 41-60% of students' sentences (subject, verb/ be, tense, adverb and article) are correct.	10
	4. Less than 41% of students' sentences (subject, verb/ be, tense, adverb and article) are correct.	5
Vocabulary	1. 85-100% of students' vocabularies are appropriate.	20
	2. 61-84% of students' vocabularies are appropriate.	15
	3. 41-60% of students' vocabularies are appropriate.	10
	4. Less than 41% of students' vocabularies are appropriate.	5
Pronunciation	1. 85-100% pronounced words are correct and easy to understand.	20
	2. 61-84% pronounced words are correct and easy to understand.	15
	3. 41-60% pronounced words are correct and easy to understand.	10
	4. Less than 41% pronounced words are correct and easy to understand.	5
Fluency	1. There is no hesitation and repetition.	20
	2. 1-20% hesitation and repetition.	15
	3. 21-40% hesitation and repetition.	10
	4. 41% hesitation and repetition.	5

(Modified from Mueller, 2004)

The data was analysed based on criteria used by Universitas Bung Hatta as follows,

Table : 2 Bung Hatta university's scoring criteria

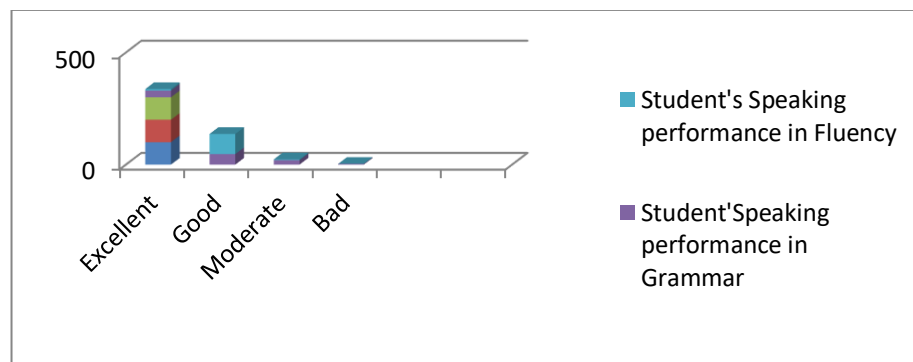
Score	Grade	Speaking Ability
85-100	A	Excellent

80-84,99	A-	Good
75-79,99	B+	
70-74,99	B	
65-69,99	B-	
60-64,99	C+	Moderate
55-59,99	C	
45-54,99	D	Bad

RESULTS AND DISCUSSIONS

The result of analysis is focused on students' speaking performance that covers five aspects of students' performance, they are (1) students' speaking performance in expressing idea (content), (2) in using vocabulary, (3) in pronunciation, (4) in grammar and (5) in fluency. It was found that students' speaking performance is excellent (30 students/100%), Students' speaking performance in expressing idea (content) is excellent (28 students/93.33%, their speaking performance in Pronunciation is Excellent (30 students/100%), their speaking performance in vocabulary is excellent (30 students/100%), their speaking performance in grammar is good (14/46,67%), and their speaking performance in fluency is good (27/90%). It can be seen on the following chart

Chart 1 : Students' Speaking Performance

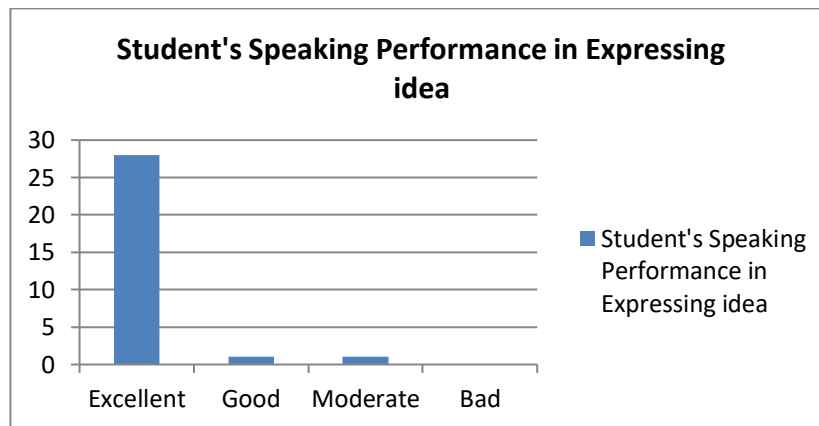


From the chart above, it can be stated that the students' speaking performance after learning using google meet at pandemic era (Covid 19) at the English Department of FKIP, Bung Hatta University is excellent. This result can be analysed in detail from different aspect of student's speaking performance.

1. Students' Speaking Performance in Expressing Idea After Learning Using Google Meet at pandemic (Covid 19) at the English Department of FKIP, Bung Hatta University

In the aspect of expressing idea (content), their performance is excellent (28 students/93.33%), good (1 student/3.33%), moderate (1 student/3.33%), and bad (0 student/0%) as shown in the chart 2 below.

Chart 2



From the chart above the students' speaking performance in expressing idea is excellent. It doesn't mean the students do not make mistakes when expressing idea in speaking. They dominantly can describe the ideas related with the topic, however one or two sentences among a bound of sentences produced are not related with the topic. It can be analysed from their transcription below.

Oke... hmmm... talking about movies mmm... after all everyone love to watch movies and... is very kommon subject to talk about any language. this is something like uhh... my kom up in ELATS that's what but also in life itself. Hmmm... therarvery biautipul in world that do not like movies yeah I dont know why. So... if you find yourself in a konversation with a native English speaker on movies you should try to be... prepare to be best prepare. In this guys I had kovered all the thing that you meny one to talk about... when they talking movies. The types of movies that people like watch how we watch movies and... people work in movies. Its also coveral language use it for doing sinema and talking about movies. Hmmm...well... I have opinions about the movie we watch saw... we watch so...when did to be ebel to express.the opinions surely. Finally I have include it at least of kescion... questions and... roleplay. Yeah maybe thats all.

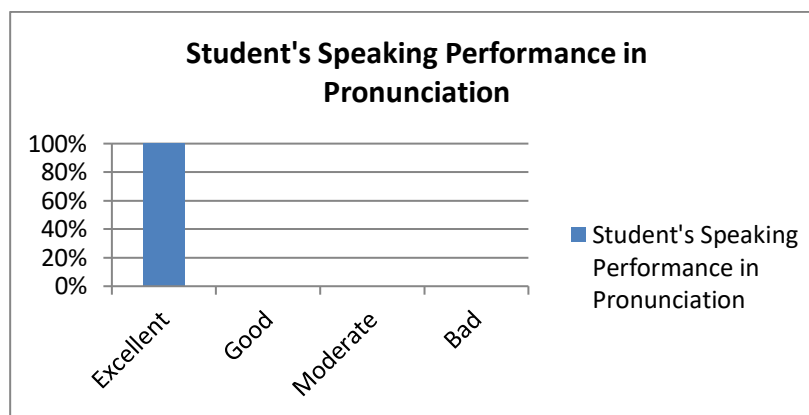
The students can describe about the movies and sentences that are dominantly related with the

topic that they choose. It doesn't mean they don't mean they can produce sentences that are unrelated with the topic. Few of them produce sentences out of topics. For example " I have include). So in group (class) their speaking performance in expressing idea is excellent. But this result is contrasted with the study done by Leong and Ahmadi (2017) who said that learners find difficulties to express idea.

2. Students' Speaking Performance in Pronunciation After Learning Using Google Meet at the English Department of FKIP, Bung Hatta University

From the second aspect of speaking performance, it is found that students' speaking performance in pronunciation is excellent (30 students/100%), good (0 student/0%, moderate (0 students/0%) and bad (0student/0%) as shown in the chart 3 below.

Chart 3



Referring to the chart above, the students' speaking performance in pronunciation is excellent. It is because most of them in class can pronounce the words appropriately because in teaching learning process they always listen to the native speaker audio. It can be seen from the example below.

*I will **tol** (/tɔld/) about my favorit **favorit** (/feiv.ɪt/)... favorit food. My favorit food uhhh... is uhhh... **fred** (/fɪəd/) rais uhhh... bikaus I'm very like fred rais uhhh... The testi uhhh... the tasty is aaa... **delisious** (/də'liʃəs/) and spaisi. Uhh... I like fred rais bikaus aaa...fred rais **complimen** (/kəmpləmɒnt/) with aaa... red onion and **vegetables** (/vedʒətəbəl/) also. Sametime when I go to the **restaurant** (/ɪs.t(ə).ɪt/) I **always** (/ɔ:(l).weɪz/) ... I'm always uhhh... order uhh... fred rais and drink uhh... **oren***

(/ˈɔɪ(ɪ)nd̩ ʒ/) *jus and uhh... when I and when I.. I'm mud ooo... I'm usually* (/ˈju:ʒ(ʊə)li/) *uhh...kuking fred rais with my friend bikaus it is also uhhh... friend like fred rais uhhh...we... we are ooo... usually kuking fred rais ooo.. are they can ooo... or ooo... morning ooo... befor ooo...brikfes* (/ˈbɪɛkfəst/). *Ooo... Okey.*

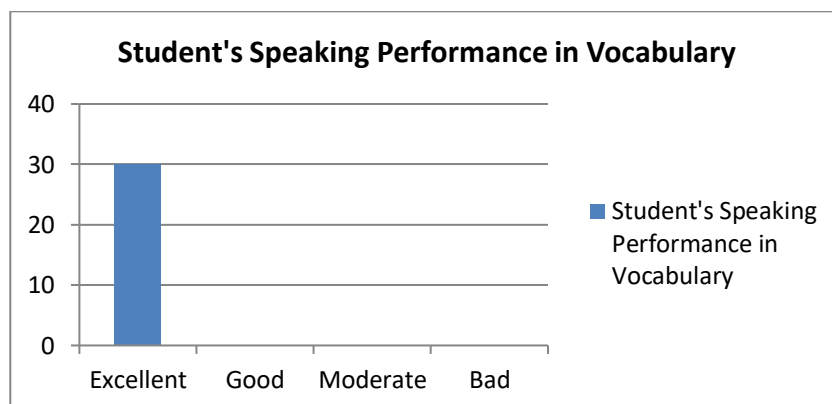
From the example above, they can pronounce appropriately most of the words in speaking performance, When we analyse their transcription individually they have wrong pronunciation, such as the words *tol* (/tōld/), *favorit* (/ˈfeɪv..ɪt/), *fred* (/fɪaɪd/), *delisious* (/dəˈlɪʃəs/), *complimen* (/ˈkɑmpləmənt/), *vegetables* (/ˈvɛd̩ ʒtəbəl/), *restaurant* (/ˈɪɛs.t(ə)..ɪð/), *always* (/ˈɔ:(l).weɪz/), *oren* (/ˈɔɪ(ɪ)nd̩ ʒ/), *usually* (/ˈju:ʒ(ʊə)li/), and *brikfes* (/ˈbɪɛkfəst/).

This finding has contrast result with that is done by Siregar (2017) who states that students hardly try to utter some English words completely and in other case, the students cannot perfectly utter a word that may lead into miscommunication.

3. Students' Speaking Performance in Vocabulary after Learning Using Google Meet at Pandemic Era (Covid 19) at the English Department ,FKIP Bung Hatta university

The other aspect of the students' speaking performance is vocabulary. Their speaking performance in vocabulary is excellent (30students/100%), Good (0 students/0%), moderate (0 students/0%), bad (0 student/0%) as shown in the chart 4 below:

Chart 4



From the chart above, the result showed that their speaking performance in vocabulary is excellent. It can be said so because most of students in the class can use appropriate vocabulary. It can be seen from the following example of their transcription below.

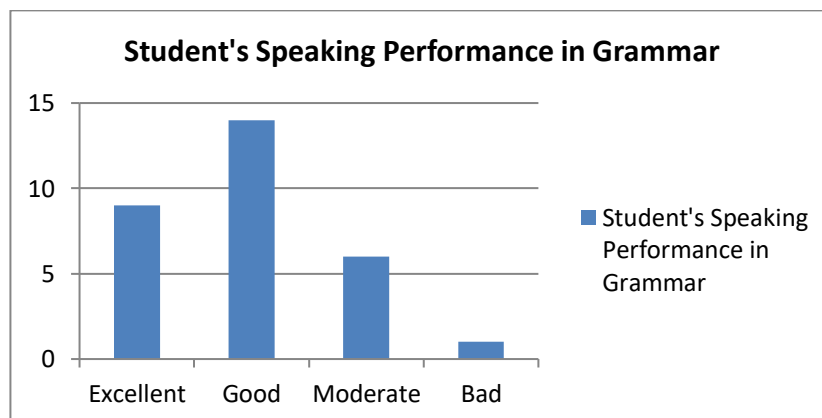
*Mai favorit fud... mai favorit fud is seblak. Seblak aaa... is from Bandung is aaa... I laik seblak bikau seblak is very aaa...very... very hot and seblak is **gurih** (tasteful) kak. end I laik tu drink boba, jelly, uhhh... I laik uhh... I laik drink boba bikaus aaa...itis very... very swit and krimi and I laik **bakso** (meatball) bikaus aaa... **bakso** (meatball) is very testy and I laik too aaa... **ayam** (chicken) and I don't laik aaa...*

Based on the example above, most of students in class can use appropriate vocabularies in speaking performance. Individually, when we analyse their transcription there is still a few students who cannot use the word appropriately. There are some Indonesian terms such as : *gurih* (tasteful), *bakso* (meatball), *ayam* (chicken), *pare* (bitter melon) and *pahit* (bitter). It happened because the students also have limited vocabulary and sometimes they forget the vocabulary while they are speaking. This result has different result with that is found by Afna (2018) in her study . She found that there are still many students who cannot use vocabulary appropriately.

4. The Students' Speaking Performance in Grammar after Learning Using Google Meet at Pandemic Era at the English Department of FKIP, Bung Hatta University

Referring to the score analysis, the students' speaking performance in grammar is excellent (9 students/30%), Good (14students/46.67%), Moderate (6 students/20%), bad (1/3.33%). It can be seen on the following chart 5.

Chart 5



From the chart above, the students' speaking performance is good. It means that the students do not have optimal achievement. It is caused by most of students have some mistakes in constructing sentences. Most of them use Indonesian pattern when they speak English. It can be seen from the following transcription.

Assalamualaikum warahmatullahi wabarokatu. In this afternun I... I tek the diskas abot the muvie.... abot the muvie... abot the movie okey. Uhh... subtaitel... subtaitel name is Jonem is the name is kind this spee... people uhh... diskas abot the story. I... Iwill to tek the graphic in the muvie. Diskraip in the movie Kimnawawa called your name bikaus the very beautiful and very because the for because is very laik I don't know... I don't know say why... why I messajis I don't know what I laik its. And this story abot this story this muvie uhh... hev... hev... hev itu hev taim hev fes and taim picture yeah. You... you ken si if you wasch... if you wasch the movie you ken si Zupe have the timeless. I laik the main... main karakter is the name Talky the name Talky she's come back to past time well the set is girlfriend... is a girlfriend for the... for the appokalitip... appokalitip and she is come back to the fiture for she seem she for to married... hahaha... for to married and but... and people the main character too with the name Wiswa... Wiswa she kam bek to past time for she for meet the... the boyfriend is Talky in the session in the session three for... for give the gift for the give uhhh have long.... but si Talky. Talky have don't know he don't know she bikaus. Bikaus uhh. bikaus Talky before bikaus Talky don't know her. And in the what. In the visual kam bek to fiture time she... she have time for meet Talky in the session... in the session ten for. for sef for my life. Just it.

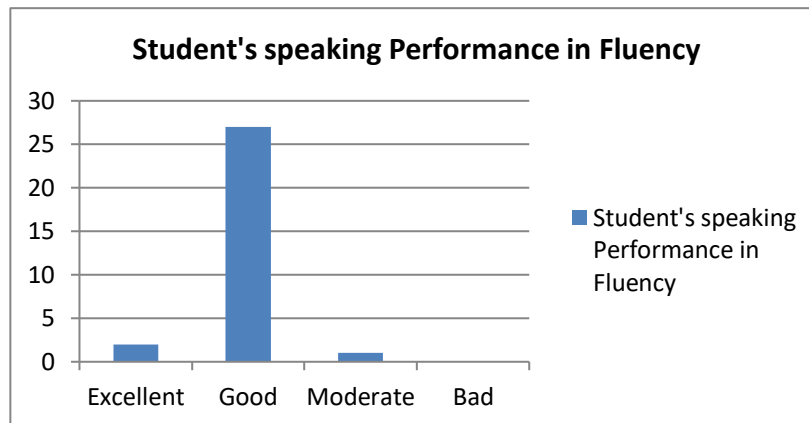
Based on the example above, we know that there are some grammar sentences that are constructed well. However, the students still have some mistakes in constructing sentences when speaking. So their performance in speaking especially in grammar is not optimal. Some of the mistakes that they made are. "She is come back to the fiture for she seem she for to married. In this sentence the students use to be 'is' in verbal present sentence. This study is supported by Leo (2017) who found that the students have trouble in grammar because they are influenced by their native language when they speak English.

5. The Students' Speaking Performance in Fluency After Learning Using Google Meet at pandemic era (Covid 19) at The English Department of FKIP, Bung Hatta University

The last aspect of speaking performance is students' speaking performance in fluency. Their performance in fluency is excellent (2students/6.67%), good (27/90%), moderate (1 student/3.33%),

bad (0 student/0%). The result can be seen on the following chart 6.

Chart 6



From the chart 6 above, it can be stated that the students' speaking performance in fluency after learning using google meet at pandemic era at the English Department of FKIP, Bung Hatta University is good. It means that the students have not optimum achievement. This is caused by many factors, one of them is they thought in Indonesian language when they are speaking, so it takes much time to produce sentence, so they have hesitation. It can be seen from the transcription of one of students, below.

*Okey... mai nem is Najla Zahira. And I cus the topic about favorit movie. So I will tellyou about mai favorit movie its Herry Potter. **Aaa...** I think Herry Potter is very memories movie bekaus in the movie **aaa...** its my drim I want go to Howgard School. **Aaa...** and then I think the movie you must watch to be serius. This movie is really really good **ooo... ooo...** bekaus the theme Herry Potter movie is other that bekaus Herry Potter movie is movie edaptasion. I really ken think **aaa I really ken think** of anything **ooo...** to dislike this movie bekaus this movie is charming, fany, scery, excize exsaiting and really has a good story lain. **Aaa...** also it has something to it has... and also the movie has to something **aaa...** something great to remember. And many memories **aaa...** and **many memories and many memories and many and many memories an many memorise me aaa...** as a ken to waiting **aaa..** and then the movie that's make the story walk to well **ooo...** and I think in this kongklusion Herry Potter isgreat serius to watch.*

From the example above the students made some hesitation and repetition, like “eee,ee, because she needed time to think of an idea and sentence construction translated from native one, need to take a breath , and they also feel nervous.

Based on the finding of this study, it can be drawn the conclusion that the students’ speaking performance is excellent after learning using Google Meet at pandemic era at the first year students of FKIP, Bung Hatta University . In detail, their speaking performance in expressing idea, in using vocabulary, in pronunciation are excellent, but their speaking performance in using grammar and in fluency is good (not optimal). It is recommended that the speaking lecturer, and English students to improve their speaking performance especially in using grammar and fluency by practicing much regularly, and speaking English in daily life communication. Further researcher is suggested to investigate the problems faced by students in using grammar and in fluency in their speaking performance.

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