

Students' Perception and Motivation of Online Google-Meet App on Learning English during Covid-19 Period

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ABSTRACT

This research investigated about student' perception and motivation of Google-meet on learning English during covid-19 period. The aim of this research is to investigate how are students' perception and motivation in using Google-meet. In this research, qualitative approached used to investigate students' perception and motivation. In this research uses questionnaire and interview to collecting the data. From the finding, the researcher found positive perception and high motivation of students of the use of Google-meet as media in learning English during Covid-19. The positive perception are good quality of interact, effective the teaching, saving the time and energy, eliminate inconvenience to practice English, and easy to use. In beside that the students' high motivation are interesting of app, increase of ambition and awareness and also physical condition in intrinsic motivation. Meanwhile, get kew knowledge, social condition and supporting facilities in extrinsic motivation.

Keywords: Perception, Motivation, Google Meet, E-Learning

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INTRODUCTION

In December 2019, the world was shocked by a new virus that has pneumonia-like symptoms centered in Wuhan City, Hubei Province, China. This virus spreads not only in China, but also in several countries (Heymann, 2020) including Indonesia.. Various regulations have been made by the government to reduce this covid-19 case. One of the regulations made by the government is by implementing a learning process online. Therefore, the Indonesian Ministry of Education and Culture has issued Circular Letter Number 4 of 2020 concerning the implementation of the Coronavirus (Covid-19) emergency education. In this regulation, it requires schools to do distance learning to break the chain of spreading covid-19. (Asmara, 2020)

E-learning has been recognized as an effective way to improve the quality of learning in schools because of its variety in increasing student satisfaction, student interaction, and student motivation. E-learning can be an effective way for students to learn more knowledge about what is being learned. In addition, the costs incurred for online learning are considered

more economical compared to the costs of learning offline. However, educators must make the right learning strategies to be applied to students so that students have the competencies and skills needed in the future. (Arora, 2019)

E-learning is a need for an assessment of students' perceptions of online learning. Online learning is something new for students in Indonesia, therefore to implement it requires adaptation. Students' views on online learning will also vary. Therefore, the researcher wanted to examine the perceptions and motivations of students in doing online learning using Google-meet.

The students' perception is really important for evaluating the teaching effectiveness. After knowing the perception of students, the teacher can change what is not suitable by students. After that, the teacher can improve what is liked by students in the use of Google-meet. Therefore, students' perception is very important, especially for teacher (Chen & Hoshower, 2010). The student perception is very important account to measure the learning outcomes. (Aelterman & Creemers, 2007)

Motivation is part of human that influences in behavior and psychology how people favor task, how they suppose and feel regarding the task, and the way long they continue the task. Therefore, motivation is important to influence learning process. (Filgona & Okoronka, 2020)

The aim of this research is to know the point of view and motivation of online learning students. Therefore, it can find out what obstacles have arisen and can be fixed for further learning. At this time we are entering the 4.0 era, which does not close the possibility that someday e-learning has become a policy. It is therefore very important to carry out this research.

The expected results in this study are to help the online learning process to find out how students' perceptions and motivations in using Google-meet in online learning. After knowing students' perception and motivation, its hope the teacher will find their strategies and method that suitable to teach students through e-learning.

LITERATURE REVIEW

a. Learning English

Learning is as an enduring change in behavior, or the capacity to behave in a given manner, as a result of practice or other experience. The quality of learning is determined on how a student gets involved to interact in learning class environment (Yee, 2011). It can be concluded that to support the good quality of learning process, it should be involving the students.

English as a foreign language is taught in Iranian schools and other learning institutions. It is a language used for international for communication hence who those master and speak it well; reap many academic social and professional benefit. (Namaziandost, Neisi, & Nasri, 2019) Therefore, English can be tools communication between human, although different countries. From the preceding explanation, it is possible to conclude that learning English is a conscious and active process of acquiring English knowledge and skills.

b. Perception

Perception is a process experienced to achieve awareness or understanding of sensory information. In common terminology, perception is defined by Longman Dictionary of Contemporary English as a) the way a person thinks about something b) the way a person looks at something with the sense of sight c) a person's ability to understand something quickly. (Qioung, 2017)

There are two kinds of perception, positive perception and negative perception, as follow: ((Rismayanti, 2019)

1. Positive Perception

Positive perception is when someone sees something or the world positively, most people who have positive perceptions will bring a lot of positive things to their lives in the future and generally someone who has positive perceptions feels cheerful and uses their life to the best of it.

2. Negative Perception

Negative Perception is a perspective that is antagonistic to something or the world they see. In general, someone with negative perceptions, they tend to observe the world negatively as well negatively observing the world more often.

c. Motivation

Motivation is the process of sustaining goal directed behavior (Schunk, 2012). It is defining that such cognitive processes (monitoring and planning) and such behaviors (effort and persistence) affect learners' goals for achieving their goals.

There are two kinds of motivation, that is intrinsic motivation and extrinsic motivation. Extrinsic motivation refers to performing an activity in order to achieve a distinct outcome, as opposed to intrinsic motivation, which refers to performing an activity for the intrinsic satisfaction of the activity itself. (Schunk, 2012)

1. Intrinsic Motivation

Motivation in learning reflects on self-determination. The intrinsic motivation is related to:

- a. Motivation to learn and gain new knowledge such as happiness in learning new things.
- b. Motivation to experience the encouragement and physical joy like enjoyment in learning interesting learning materials
- c. Motivation for completing challenging tasks.

Intrinsic motivation is influenced by ambition, interest, competence, awareness, physical and psychological conditions.

2. Extrinsic Motivation

Extrinsic motivation, in contrast is associated as follow:

- a. Motivation to prevent punishment and motivation to earn rewards such as getting good grades for completing difficult projects
- b. Motivation to avoid bad situation or being guilty (introjected regulation), such as to prove its capability in performing tough tasks
- c. Motivation to gain benefit and necessity after completing a learning activity (identified regulation), for instance learning a specific subject would be beneficial for a certain job in the future.

The extrinsic motivation is influenced by studying condition social condition, family condition and supporting facilities.

The intrinsic factor are very supportive of motivation. Humans have the view that motivation is uncertainty, incompatibility and imbalance. In other words, the researcher looks for plausible reasons. Challenging behavior will trigger motivation as well. (Brown, 2007)

From the above explanation, it can be concluded that intrinsic motivation and extrinsic motivation are not the same. Intrinsic motivation does not require rewards or rewards from other people for doing something. Whereas in extrinsic motivation someone does something because of outside encouragement and in general they want to get a reward or reward.

d. E-Learning

E-learning is one way of learning using electronic media, especially the internet as a learning system. From this explanation, it can be concluded that e-learning utilizes media, namely the internet as a learning process e-learning system model makes it easy for students and teachers to do online learning anywhere and anytime. (Tias Vebiana Suryano, 2020)

e. Google Meet

Google Meet is a face-to-face conference platform that allows educators and students to interact directly while meeting in person. There are many benefits to uxsing this application, including the ability to easily share PDF files. Individuals who want to participate in conferences or meetings with just a link or room number will find Google Meet to be the most convenient option. (Reports, 2020)

At this time, many kinds of media to support conducted online learning. One of them is Google Meet. In this decade, online media is a tool for device communication between human. The information can share and take the information from and among people across different regions in the world. Kheryadi, "The Implementation of Whastapp as a MEdia of English Language Teaching.," Loquen, Vol. 10, No. 2 (2017), 1. Therefore, in pandemic period, online media include Google-meet used for media to support conducted E-learning.

f. Covid-19

In December 2019, an outbreak of coronavirus 2 (SARS-CoV-2) infection was a severe acute respiratory infection that occurred in Wuhan, Hubei Province, China and spread throughout China and beyond. On February 12, 2020, WHO officially referred to the disease caused by the novel coronavirus as Coronavirus 2019 (Covid-19). Coronavirus Disease (Covid-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans). (Zhou, Chen, & Chen, 2020)

METHOD

This research uses a qualitative method. Qualitative research refers to process-oriented methods use to understand, interpret, describe, and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning. This research involved 35 students of one class from SMAN 4 Kota Serang. The research data are obtained using questionnaires and interviews which were filled

in by students using Google forms. In addition, in-depth interviews were used with some students who received more detailed information.

Table 3.1 of the Indicators of Perception adapted by Laxmi Mustika (2017)

Varibel	Indicator	Number of the Statement	Total
Students' Perception for Online Google-meet app on Learning English during Covid-19	Quality of learning	3,5	2
	Involved to interact environment		
	Effective the teaching	1, 6	3
	Saving the time, energy and cost	2,8	1
	To eliminate the inconvenience to practice English	4, 7	2
	Easy to use as mobile learning	9, 10	2

Table 3.2 of the Indicators of Motivation by theory of Schunk 2012

Variabel	Indicator	Number of The Questionnaire	Total
Students Motivations for Online Google-meet app on Learning English during Covid-19 (Intrinsic)	Interest	11, 12	2
	Physical condition	14	1
	Ambition	15	1
	Awareness	20	1
Students Motivations for Online Google-meet app on Learning English during Covid-19 (extrinsic)	Get benefit the knowledge	13,17	2
	Supporting facilities	19	1
	Social condition	16, 18	2

FINDING AND DISCUSSION

After delivering questionnaire and interview as need analysis of Students' Perception and Motivation of the using of Google Meet, the researcher finding as follow:

a. The result of Students' Perception of Online Google-Meet app on Learning English during Covid-19

1. Questionnaire

The researcher conducted used five aspects there are Quality of learning, Effective the teaching, saving the time, to eliminate the inconvenience to practice English, and easy to use.

Quality of Learning

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S1	7 20%	14 40%	9 25.7%	3 8.6%	7 5.7%	3.74	High
S2	2 5.7%	22 62.9%	7 20%	2 5.7%	2 5.7%	3.57	High

Based on the result of the S1, it can be summarized that the result of interpretation level include in high, it means the participant agree about the use of Google meet facilitate the interaction and communication between teacher and students. Meanwhile, based on the result of the S2, it can be summarized that the result of interpretation level include in high, it means the participant agree about the use of Google meet is interactive learning. Therefore, it can be concluded that the use of Google meet can facilitate to build quality of learning to interact between the teacher and the student.

Effective the teaching

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S2	4 11.4%	18 51.4%	10 28.6%	3 8.6%	0 0%	3.65	High
S3	4 11.4%	18 51.4%	9 25.7%	4 11.4%	0 0%	3.62	High

Based on the result of the S2, it can be summarized that the result of interpretation level include in high, it means the participant agree about the use of Google meet can help participant to understand English better. Meanwhile, based on the result of the S3, it can be summarized that the result of interpretation level include in high, it means the participant agree about the use of Google meet is strategic for learning English, especially for discussion and question answer. Therefore, it can be concluded that the use of Google meet effective the teaching, include for make participants to understand English better and effective for discussion during learning.

Saving the time

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S3	2 5.7%	15 42.9%	14 40%	4 11.4%	0 0%	3.42	High
S4	4 11.4%	15 42.9%	10 28.6%	5 14.3%	1 2.9%	3.45	High

Based on the result of the S5, it can be summarized that the result of interpretation level include in high, it means the participant agree about the use of Google meet can saving time, energy and low cost during process learning. Meanwhile, based on the result of the S6, it can be summarized that the result of interpretation level include in high, it means the

participant agree about the use of Google meet is effective in time during learning process. Therefore, it can be concluded that the use of Google meet is effective to saving the time, energy and low cost.

To eliminate the inconvenience to practice English

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S7	0 0%	11 31.4%	18 51.4%	6 17.1%	0 0%	3.14	Medium
S8	6 8.6%	16 45.7%	10 28.6%	5 14.3%	1 2.9%	3.42	High

Based on the result of the S7, it can be summarized that the result of interpretation level include in medium, it means the participant neutral about the use of Google meet eliminate to inconvenience to practice English. Meanwhile, based on the result of the S8, it can be summarized that the result of interpretation level include in high, it means the participant agree about the use of Google meet can help students to practice English. Therefore, it can be concluded that the use of Google meet can eliminate inconvenience to practice English.

Easy to use

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S9	7 20%	19 54.3%	7 20%	1 2.9%	1 2.9%	3.85	High
S10	2 5.7%	11 31.4%	15 42.9%	6 17.1%	1 2.9%	3.22	Medium

Based on the result of the S9, it can be summarized that the result of interpretation level includes in high, it means the participant agree about the use of Google meet is easy to use as mobile learning application. Meanwhile, based on the result of the S10, it can be summarized that the result of interpretation level includes in medium, it means the participant neutral about the use of Google meet to continue Google meet as application learning. Therefore, it can be concluded that the use of Google meet is easy to use.

Interview

From the result of the interview, the answers of dominants students have the positive perception. The participants consider that the use of Google meet is good quality because involved to interact during learning process. The discussion conducted successful because the interaction between the students and the teacher could be responded to quickly. It was different from other application such as Google classroom, where the discussion between teacher and students are not as fast as Google Meet.

The second, the participants consider that the use of Google meet is effective the teaching because Using of Google-meet, the teacher could explain the material of English more detail like in the class. If the students had the question about the material, they would had asked to the teacher directly. Sometimes, at the same time the students were constrained by the signal.

The third, the participants consider that the use of Google meet is saving the time, energy and cost. Students thought about the energy and the time were saving because they conducted the learning process from house. They didn't need time to much for conducted the learning process, only 1-2 hours for each once meeting. But according to the opinion of several respondents, the most of them thought that Google meet spent a lot of quota compared to other applications. Therefore, the using of Goggle Meet is effective to saving time, energy and cost

The fourth, the participants consider that the use of Google meet can to eliminate the inconvenience to practice English. Using Google-meet on learning English helps the students to reduce their inconvenience to practiced English during the learning process. If the students practiced English in front of the class, they felt uncomfortable or felt embarrassed to practiced English. While in using Google-meet, the students could decrease felt of inconvenience. Therefore, the students become a little confident.

The fifth, the participants consider that the use of Google meet is easy to use as mobile learning. The use of the Google-meet application, it is easy to us as mobile learning application because it supported by kinds of mobile phone. The use of Google-meet application could be downloaded from various types of mobile phones. In addition, the students could study anywhere and anytime through the Google-meet application. It is easy to use while doing other activities. Therefore, the use of Google-meet application is an easy-to-use application as a mobile learning application.

The result of Students' Motivation of Online Google-Meet app on Learning English during Covid-19

The researcher conducted used two aspects there are internal motivation and external motivation. Furthermore, In Internal Motivation have four that is Interest, Physical condition, ambition, and awareness. Meanwhile, in external motivation have three aspects that is get knowledge, supporting facilities, social condition.

Questionnaire

Internal Motivation

In Internal Motivation have four that is Interest, Physical condition, ambition, and awareness.

Aspect	Statement	SA	A	N	D	SD	Mean	Level of Interpretation
Interest	S1	2 5.7%	10 28.6%	18 51.4%	4 11.4	1 2.9%	3.25	Medium
	S2	1 2.9%	14 40%	14 40%	5 14.3%	1 2.9%	3.25	Medium
Physical Condition	S3	1 2.9%	17 48.6%	15 42.9%	1 2.9%	1 2.9%	3.45	High
Ambition	S4	4 11.4%	13 37.1%	15 42.9%	3 8.6%	0 0%	3.51	High
Awareness	S5	7	17	9	2	0	3.82	High

20% 48.7% 15.7% 5.7% 0%

Based on the result of the questionnaire for S1, it can be summarized that the participants have medium level in interesting of the using of Google Meet. For S2, it can be summarized that the participants have medium level in enjoy learning while using Google Meet. For S4, it can be summarized that the participants have high level in have motivation to experience physical drive and excitement such as enjoyment of learning materials through Google Meet. For S4, it can be summarized that the participants have high level in feel more excited when the participants use Google Meet. For S5, it can be summarized that the participants have high level in feel motivated to learn after using the Google meet. Therefore, it can be conclude that the participants have high motivation in internal motivation, such as interesting for using Google meet, physical condition of the participant, ambition, and awareness.

External Motivation

The external motivation have three aspects that is get knowledge, supporting facilities, social condition.

Aspect	Statement	SA	A	N	D	SD	Mean	Level of Interpretation
Get Knowledge	S6	2 5.7%	18 51.4%	11 31.9%	4 11.5%	0 0%	3.51	High
	S7	2 5.7%	19 54.3%	12 34.3%	2 5.7%	0 0%	3.60	High
Social condition	S8	5 14.3%	18 51.4%	9 25.7%	2 5.7%	1 2.9%	3.68	High
	S9	4 11.4%	11 31.4%	17 48.6%	2 5.7%	1 2.9%	3.42	High
Facilitate	S10	4 11.4%	12 34.3%	15 42.9%	4 11.4%	0 0%	3.45	High

Based on the result of the questionnaire for S6, it can be summarized that the participants have high level in motivation to learn and gain knowledge through Google Meet. For S7, it can be summarized that the participants have high level in motivation to get benefits after completing a learning activity through Google Meet. For S8, it can be summarized that the participants have high level in motivation to get an award from the teacher during discussion through Google Meet. For S9, it can be summarized that the participants have high level in feel motivated to learn because meet face to face of virtual. . For S10, it can be summarized that the participants have high level in feel motivated because the facilitated available of Google meet. Therefore, it can be conclude that the participants have high motivation in external motivation, such as get knowledge, social condition and supporting facilitate.

Interview

From the result of the interview, the answers of dominants students have high motivation.

Students Motivation

The first, based on the result of the research, the participants have high motivation, both internal motivation and external motivation. The first internal motivation, the participants consider that they enjoyed and interested to learn while using Google-meet. The teacher explains through Google-meet was quite easy to understood, it helps the students to understand the material well. On the other hand, the participants consider that they have the motivation to experience physical drive and excitement such as the enjoyment of learning interesting learning materials through Google-meet because the features that were not monotonous compared to other applications. In beside that, the participants consider that the use of Google meet is made they ambition. They felt more excited when they used Google-meet in online learning because conditions during the learning process are like in the class, because they are face-to-face even through virtual learning. The participants consider that more awareness because they said that they would continue learning on the internet because they understood the material. Sometimes, the students looked for it on the internet, books or ask their teacher directly through chat.

The second external motivation

The first internal motivation, the participants more motivated with the using of Google Meet because get benefit the knowledge. The students had the motivation to get the benefits and needs after completing a learning activity. The material presented by the teacher made easier for the students. Therefore, students get the benefits and needs after completing a learning activity. Sometimes, if there was material that was not understood by students, students asked the teacher during the learning process or through chat on the WhatsApp application. On the other hand, the participants more motivated with the using of Google Meet because social condition. The students gave questions to the teacher, the teacher will gave additional value to the students and it will make students more motivated to participate in the discussion. Especially, if the students really understood about the material being explained. Although there are some students who have not been motivated will get a reward because of shame. In beside that, the participants more motivated with the using of Google Meet because supporting facilities. According to respondents, Google-meet provides facilities that support the online learning process, such as a camera for interaction, a microphone for discussion. Not only that, Google-meet also provides a share screen to display the material to be explained. Therefore, it helps the students better understand the material being explained

CONCLUSION

The result of the research showed that the using of Google Meet have positive perception and high motivation. The most of participants have positive perception because the using of Google Meet is good quality of learning because involved student during learning process. On the other hand, the using Google Meet also can eliminate inconvenience to practice English. In beside that, the participants consider that effective the teaching because saving the time, energy and cost. In beside that, the use of Google Meet easy to use as mobile learning. Therefore, the student can use anywhere. On the other hand, the participants have high motivation. Both in intrinsic motivation and extrinsic motivation. The use of Google Meet interesting during learning process, the students feel free to conducted the other activity such as read a book etc. On the other hand, the participants have motivation because physical condition, they can feel enjoy during learning process. In beside that, the participants have

ambition and awareness to learning English during learning process. In beside that the participants have external motivation. The participants that get knowledge more, social condition and supporting facilities.

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