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DAFTAR ISI

An Analysis of The Obstacles Found by Teachers in Using Google Meet Application in Online English Learning at SMP Dwijendra Denpasar

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Abstrak- Penelitian ini bertujuan untuk menyelidiki dan menganalisis kendala yang ditemukan oleh guru dalam menggunakan aplikasi *Google Meet* pada pembelajaran Bahasa Inggris online dan cara guru menanggulangi kendala yang ditemukan saat menggunakan aplikasi *Google Meet* pada pembelajaran Bahasa Inggris online di SMP Dwijendra Denpasar. Desain penelitian ini adalah penelitian kualitatif. Subjek penelitian ini adalah empat guru Bahasa Inggris di SMP Dwijendra Denpasar. Peneliti menggunakan pedoman wawancara, catatan lapangan, dan perekam suara sebagai instrumen dari penelitian ini. Hasil penelitian ini menunjukkan bahwa kendala yang ditemukan oleh guru dalam menggunakan aplikasi *Google Meet* pada pembelajaran Bahasa Inggris online yaitu rendahnya kehadiran siswa, sinyal tidak stabil, perlu mengajarkan cara gabung di *Google Meet*, siswa kurang aktif. Selain itu, guru kesulitan saat memantau siswa, mengetahui pemahaman siswa, berinteraksi dengan siswa, meningkatkan minat belajar siswa, memberikan instruksi, menyampaikan materi yang rumit menggunakan *Powerpoint*, dan mengetahui kemampuan menulis siswa. Cara guru menanggulangi kendala tersebut yaitu menghubungi siswa dan berkomunikasi dengan orang tua siswa, mengulangi bergabung di *Google Meet*, memanggil nama siswa secara langsung di *Google Meet*, memberikan latihan melalui *Google Form*, memberikan tugas kepada siswa, menggunakan media pembelajaran yang menarik, memberikan video tutorial tentang cara gabung di *Google Meet*, memberikan pengarahan berulang kali, menggunakan *Microsoft Word* di *Google Meet*, memberikan tugas menulis di *Google Classroom* dan memberikan kegiatan diskusi saat pembelajaran.

Kata Kunci: *Kendala, Aplikasi Google Meet, Pembelajaran Online.*

Abstract-This research aims to investigate and analyze the obstacles found by the teachers in using Google Meet application in online English learning and how the teachers of SMP Dwijendra Denpasar overcome those obstacles. This research was a qualitative research design. The subject of this research were four English teachers at SMP Dwijendra Denpasar. The researcher used interview guide, field note, and voice recorder as the instruments of this research. The results of this study indicated that the obstacles found by teachers in using Google Meet application in online English learning were poor students' attendance, unstable signal, need to teach how to join in *Google Meet*, less active students. Besides that, teachers have difficulty in monitoring students, knowing students' understanding, interacting with students, increasing students' interest in learning, giving instructions, conveying complex material using Power point, and difficult to know students' writing skills. The way teachers overcome these obstacles were by contacting the students and communicate with their parents, repeat joining on *Google Meet*, call students' names directly on *Google Meet*, give exercises through *Google Form*, give assignments to students, using interesting learning media, provide video tutorial on how to join *Google Meet*, give directions repeatedly, using Microsoft Word on *Google Meet*, give writing assignments in *Google Classroom* and provide discussion activities during learning.

Keywords: *Obstacles, Google Meet Application, Online Learning.*

I. INTRODUCTION

The Covid-19 pandemic that has hit almost all countries in the world, including Indonesia, has actually caused tremendous panic for the entire community. Various efforts have been made by the government thus, the pandemic period can end soon because the pandemic has had a major impact on all sectors of life, one of which is the education sector. "Education is a sector that must be developed to meet the needs of human resources" (Adnyana, Suwendi, & Utami, 2018). As it was known that the Covid-19 pandemic has changed many things in the world of education, including the learning system and curriculum, where the learning process has changed to be very flexible and become more natural because it adapts to the conditions and needs of students in their environment. Adnyana, Suwendi, and Utami (2018) said that "Curriculum changes are related to paradigm changes in learning, namely from teacher centered learning to student centered learning."

In the midst of the pandemic that continues to advance, the world of education must still receive special attention so that it is not badly affected. Therefore, the government has issued a policy for the world of education during this pandemic, namely a policy of learning from home for all levels of education including Junior High School. This policy certainly changes the learning process that was originally done face-to-face in class to online learning. Yuniari and Juliari (2020) said that "Online learning is not only a massive shock to students, but also to the educators' teaching style."

Online learning or learning from home has an influence on the world of education, both positive and negative influences. This happens because in online learning it does not only involve teachers and students, but parents must also participate in the learning process. The positive impact of online learning is that it can add insight to teachers, students, and parents in using information technology tools. Online learning during this pandemic can also make teachers and students creative and innovative. Teachers are required to be creative and innovative in providing fun teaching to students. Apart from teachers, students are also being creative and innovative when learning online during this pandemic. A real example is that students can increase their creativity and innovation when presenting their work in a video, such as they can add some animation and sound to their video.

Learning during this pandemic could still continue through online learning. Online learning can be accessed anywhere and at the time that has been determined together. One of the subjects whose learning process was carried out online during this pandemic was English. English learning is very important learning and in the learning process it is necessary to have interaction and communication between teachers and students (Sutrisna, 2021). In order to support the implementation of this interaction and communication, an application is needed that can ensure smooth communication and interaction in online English learning. Purandina and Juliari (2021) said that "Students have to adapt to the online learning system by using several video conferencing applications and online classes." Of the many applications for online learning, Google Meet application is one of the recommended options for use in online English learning during this pandemic.

Google Meet is a video conferencing application used for online meeting processes created and developed by Google (Prisuna, 2021). Besides that, Google Meet application as a video conferencing application is very adequate and is considered to have a good enough quality to be used in online learning. The teacher can take advantage of the various features in Google Meet application to interact with students, so this *Google Meet* application is very helpful for two-way communication between teachers and students.

In teaching and learning activities, teachers must be prepared to face all the obstacles that must be faced in using Google Meet application in this online English learning. Teachers must continue to carry out their duties to provide knowledge to students in any situation. Therefore, these obstacles are important things that must be overcome by teachers for the smooth running of online

learning.

II. METHODS

This research used a qualitative research method, which analyze on the obstacles found by the teachers in using Google Meet application during online English learning and how the teachers of SMP Dwijendra Denpasar overcomes those obstacles. The subject of this study were four English teachers at SMP Dwijendra Denpasar. The data were collected through some instruments, namely:

a. Interview guide

The interview guide is one of the instruments needed in conducting interview in this study. The interview guide is a list of questions created by the researcher to be discussed in the interview.

b. Field note

Field note is one of the supporting instrument for interview activities in study.

c. Voice recorder

Voice recorder is used to record the information said by the teacher during the interview.

In collecting the data, the researcher used some techniques, such as: interview, note taking, and recording. Furthermore, the data obtained were analyzed qualitatively using data analysis theory by Miles & Huberman (1994).

III. RESULT AND DISCUSSION

Based on data obtained through interview with four English teachers at SMP Dwijendra Denpasar regarding the obstacles found by the teachers in using Google Meet application in online English learning and how teachers overcome the obstacles found when using Google Meet application in online English learning. It was known that four English teachers at SMP Dwijendra Denpasar used Google Meet application to support this online English teaching activity. Before starting learning through Google Meet application, the teacher prepares several things, namely lesson schedules, learning materials, teaching materials, and also prepares a *Google Meet* link that will be shared with students during

learning. Features in Google Meet application that were commonly used by teachers were sharing screen and also inserting Power point to explain learning materials to students. There were eleven obstacles found by the teachers in using Google Meet application in online English learning, namely:

1. Poor students' attendance

The first obstacle was that poor students' attendance. There were three teachers faced this obstacles. It came from English teacher in 7th, 8th and 9th grades of SMP Dwijendra Denpasar. The English teacher in seventh grade explained that **"**The problem here is that when using *Google Meet* many students do not join. So, when learning is sometimes only half of those present even though I have told students that we will hold *Google Meet* according to their lesson schedule, but mostly also don't join". Then, it also conveyed by the English teacher in the eighth grade who explained that:

"The lateness of students joining Google Meet is also one of the obstacles for me. The reason he joined late was getting up late because he usually wakes up late. Even though I already told the students".

In addition, it was also conveyed by the English teacher in the ninth grade who explained that:

"The first obstacle is the presence of students, their activeness is also reduced. In addition, explaining the material is also not as perfect as we are in front of the class, the delivery of material is less than optimal. Students also accept our explanations are also not 100%".

Based on the results of the interviews above, it can be seen that the obstacles found by the teachers were problems with students' attendance, namely that there were still many students who did not join in learning English using *Google Meet* and there were also students who were late joining *Google Meet.* When students do not join or students were late joining in *Google Meet*, it makes the teachers unable to explain the material evenly to all students. It was related to research from Hasanah and Setiawati (2021), that out of 121 students there were only 97 students who attended because some students live in areas where the signal is unstable, making it difficult to access *Google Meet*. From the obstacles found by the teachers, the teachers'

way of overcoming it was by contacting students and communicating with students' parents.

2. Unstable Signal

The second obstacle was unstable signal. The unstable signal was faced by three English teachers at 7th and 8th grades. First, it came from the seventh grade English teacher. He said that *"The obstacle usually signaled because we don't stay at school when we hold Google Meet, sometimes at home so the obstacle is an unstable signal"*.

The same thing was conveyed by the English teacher in the eighth grade who explained that:
"The obstacle at first was because they were new to online learning, so I had to teach them how to join first. So I gave a video tutorial on how to join in Google Meet. After time, the obstacle was that the signal when we explained or called students was sometimes disconnected and the signal is trouble. There is also another obstacle, which is quite difficult when I give instructions to students".

Then also conveyed by another English teacher in the eighth grade who explained that:
"The obstacle is sometimes the signal. Even though there is a quota, sometimes the signal is not good. When I explain the material in detail but the signal is not good".

Based on the results of the interviews above, it can be seen that the obstacles found by teachers in using Google Meet application in learning English was the obstacles on unstable signals. This happens when the teachers explained the material to students, suddenly the signal has a problem so that learning was disrupted. It was related to the research from Jenisha, Tirtanawati and Purnama (2021) that an unstable network that causes the teacher's explanation to suddenly break in the middle of the lesson. So the teachers' way of overcoming it was by repeating joining on *Google Meet*. By repeating join on *Google Meet*, teachers can get a better signal than before.

3. Teachers found it difficult to monitor students while learning

The third obstacle was teachers found it difficult to monitor students while learning.

There were three English teachers faced the same obstacles. First, the English teacher at seventh grade stated that "In addition, I find it difficult to monitor students during learning, because there are students who do not show his face during the *Google Meet*".

The same thing was conveyed by the English teacher in the eighth grade who explained that:
"Besides that, the difficulty is that we can't see directly to the students. It's difficult sometimes when we ask students to be on camera, but sometimes students are still off camera for various reasons. And when we teach not directly, of course there are obstacles. So we can't be as free as teaching in class".

Then, it also conveyed by another English teacher in the eighth grade who explained that:
"So we can see how they talk and pronounce it in the classroom. But if on Google Meet, I don't know what they are reading while looking down, so I need to call the student's name and ask the student directly".

Based on the results of the interviews above, it can be seen that the obstacles found by the teachers were difficulty in seeing and monitoring students while learning through Google Meet application. This happens when the teacher explains material to students on *Google Meet*, but there were students who turn off the camera. So this makes it difficult for teachers to monitor whether students who turn off the camera were listening to the material presented by the teacher or not. It was related to research from Hasanah and Setiawati (2021), that there were obstacles that teachers find it difficult to monitor students while studying, this was because many students often turn off the *Google Meet* camera when learning was in progress. Furthermore, the teachers' way of overcoming with this was to call students' names directly on *Google Meet*, especially students who turn off their cameras during English learning.

4. Teachers found it difficult to know student understanding

The fourth obstacle was teachers found it difficult to know students' understanding. There was only an English teacher faced this obstacle. The English teacher in seventh grade explained that *"There was no material delivery, but the problem now is that I don't know whether the*

material can be understood by students or not, that's the problem".

Based on the results of the interview above, it can be seen that the obstacles found by the teacher in using Google Meet application in learning English was that it difficult for the teacher to know the students' understanding. This happens when the teacher asks students whether they understand or not with the material, but not all students respond, even though if learning was done face-to-face in class, the teacher can find out whether the student understands or not through students' expressions and reactions such as students nodding their head or give a verbal response. It was related to research from Sintya, et. al (2021) that the use of Google Meet application in distance learning media is considered not very effective for students in listening and speaking skills because the teacher cannot see firsthand how the students' gestures or expressions are when presenting or listening to what was conveyed by the teacher. The teacher's way to overcome these obstacles was to give exercises through *Google Form*.

5. Teachers found it difficult to interact with students

The fifth obstacle was the teachers found it difficult to interact with students. There was only an English teacher faced this obstacle. The English teacher in seventh grade explained that: *"The most visible thing is, of course, there is an element of closeness. So when I teach online and offline, the difference is that I can interact with students directly in class by approaching the students and asking their difficulties and providing solutions because Google Meet doesn't work. I keep doing it. So when I'm offline, I always teach in class and I always interact with students, whereas with Google Meet I can't interact continuously, that's difficult. Because it's already scheduled, that's why I can't establish effective communication with students".*

Based on the results of the interview above, it can be seen that there were significant differences between offline and online learning. This was because teacher cannot interact continuously with students because learning English through *Google Meet* has been scheduled so that teacher were less able to establish effective communication with students. Therefore, the teacher overcomes these obstacles by giving assignments to students to make dialogues with their classmates. With this task in the form of dialogue, it would be able to create interactions between teacher and students, as well as students and their classmates.

6. Teachers found it difficult to increase students' interest in learning

The sixth obstacle was teachers found it difficult to increase students' interest in learning. There was only an English teacher faced this obstacle. The English teacher in seventh grade explained that *"In order to increase student's interest in learning and also student abilities is very difficult actually because I am in a difficult situation to improve students' ability to use English through Google Meet, because it has been seen from the activeness of students in interacting with friends. Students tends to be passive, only listening. Lack of interest in learning because there is no direct meeting or direct interaction even though we meet directly on the screen but it is not the same as meeting face to face".*

Based on the results of the interview above, it can be seen that teacher find obstacles in increasing student interest in learning and also find it difficult to improve students' ability to use English in the *Google Meet*. This can be seen from the lack of active students when participating in learning. So that when students' interest in learning decreases, it makes it difficult for teacher to teach English through the *Google Meet*. It was related to research from Hasanah and Setiawati (2021), that during learning activities from home, students said their interest in learning was reduced and they were not enthusiastic about participating in learning using *Google Meet* because the learning environment was crowded and less conducive. Then the way the teacher overcomes these obstacles was to use interesting learning media such as *Quizzis* and *Kahoot*.

7. Teachers need to teach how to join in Google Meet

The seventh obstacle was the teachers need to teach how to join in *Google Meet*. There was

only an English teacher faced this obstacle. The English teacher in eighth grade explained that *"The obstacle at first was because they were new to online learning, so I had to teach them how to join first. So I gave a video tutorial on how to join in Google Meet. After time, the obstacle was that the signal when we explained or called students was sometimes disconnected and the signal is trouble. There is also another obstacle, which is quite difficult when I give instructions to students".*

Based on the results of the interview above, it can be seen that one of the obstacles found by teacher in using Google Meet application in online English learning was that the teacher needs to teach first how to join *Google Meet* because students do not understand how to use it. This was of course quite time-consuming because the teacher must take learning time to explain in advance how to use Google Meet application. So the teacher's way of overcoming these obstacles was by providing video tutorial on how to join *Google Meet*.

8. Teachers found it difficult to give instructions to students

The eighth obstacle was teachers found it difficult to give instructions to students. There was only an English teacher faced this obstacle. The English teacher in the eighth grade explained that *"The difference is difficult when we ask them to make sentences with the material being taught. It's difficult there".*

Based on the results of the interview above, it can be seen that one of the obstacles found by teacher in using Google Meet application in online English learning was the difficulty in giving instructions to students. When the teacher asked students to make a sentence based on the material taught by the teacher, students were not quick to respond to what was instructed by the teacher. So the way the teacher overcomes these obstacles was by giving directions repeatedly until students understand what was instructed by the teacher.

9. Teachers found it difficult to convey complex material using Power Point

The ninth obstacle was teachers found it difficult to convey complex material using Power point. There was only an English teacher faced this obstacle. The English teacher in eighth grade explained that: *"The first thing I prepared was Power point. The material was already in Power point in detail. So when we held a Google Meet, I immediately opened the Power point. For example if there is no Power point because there is material that I did not prepare Power point, then I usually explain in Microsoft Word. Because if we use Microsoft Word, we can type directly when explaining in Google Meet. Whereas if using Power point, it is quite difficult to type directly in Google Meet so I have trouble there. If the material is it's not complicated, I use Power point. But if the material is quite complicated like the past tense, then I use Microsoft Word".*

Based on the results of the interview above, it can be seen that the thing that must be prepared by the teacher before teaching was Power point which already contains learning materials. However, the teacher encountered problems when delivering English material on Google Meet using Power point. This was due to the difficulty of the teacher explaining the material while directly typing important things in Power point, because Power point has a narrow space so that it can only include important explanations. So the teacher's way of overcoming these obstacles was by using Microsoft Word on *Google Meet*. By using Microsoft Word, teacher can list the material more clearly and completely.

10. Teachers found it difficult to know students' writing skills

The tenth obstacle was teachers found it difficult to know students' writing skills. There was only an English teacher faced this obstacle. The English teacher in the eighth grade explained that *"The difference is in terms of writing. Because on Google Meet they can't write. I don't know because even though they are talking but we don't know how to write. That is an obstacle. If with face-to-face learning, there we can know that students can write or not. As before, I found that some students wrote it wrong, even though the student was active on Google Meet".*

Based on the results of the interview above, it can be seen that one of the teacher's obstacles

in using *Google Meet* in online English learning was that the teacher has difficulty knowing the students' writing skills. This was because in *Google Meet*, teacher can only explain the material and students can only talk. So that teacher cannot see students writing directly when learning through *Google Meet*. Therefore, the teacher's way to overcome these obstacles was by giving writing assignments in Google Classroom. Although this method was actually not effective enough, this method still needs to be applied so that teacher can still provide value for students' writing skills during online learning.

11. Less active students

The last obstacle was less active students. There was only an English teacher faced this obstacle. The English teacher in the ninth grade explained that *"The first obstacle is the presence of students, their activeness is also reduced. In addition, explaining the material is also not as perfect as we are in front of the class, the delivery of material is less than optimal. Students also accept our explanations are also not 100%".*

Based on the results of the interview above, it can be seen that in addition to obstacles on student attendance, it turns out that teacher find other obstacles in using Google Meet application in online English learning, namely students who were less active. Where students were more likely to be silent and do not ask many questions. The lack of active students makes it difficult for the teacher to know whether the student has understood the material presented or not. It was related to research from Hasanah and Setiawati (2021),that out of 97 students who attended online distance learning, only one student asked a question. In this case, *Google Meet* has not fulfilled the usefulness of learning media to overcome passive students. Then, the way the teacher overcomes these obstacles was to provide discussion activities during learning. So that in this way, students will interact with other students and initially students who were not active will try to be active during the discussion activities on *Google Meet*.

IV. CONCLUSION

Based on the finding and discussion, the conclusions that can be drawn from this study were that four English teachers at SMP Dwijendra Denpasar used Google Meet application in online English learning so that they can meet face-to-face with students, even though virtually. There were eleven obstacles found by the teachers in using Google Meet application in online English learning, namely as follows: (1) poor students' attendance, the way to overcome this was to contact the students and communicate with student's parents; (2) unstable signal, the way to overcome this was to repeat joining on *Google Meet*; (3) teachers found it difficult to monitor students while learning, the way to overcome this was to call students names directly on *Google Meet*; (4) teachers found it difficult to know student understanding, the way to overcome this was to give exercises through *Google Form*; (5) teachers found it difficult to interact with students, the way to overcome this was to give assignments to students; (6) teachers found it difficult to increase students' interest in learning, the way to overcome this was using interesting learning media; (7) teachers needs to teach how to join in *Google Meet*, the way to overcome this was to provides a video tutorial on how to join *Google Meet*; (8) teachers found it difficult to give instructions to students, how to overcome it was to give directions repeatedly; (9) teachers found it difficult to convey complex material using Powerpoint, how to overcome this was using Microsoft Word on *Google Meet*; (10) teachers found it difficult to know students' writing skills, the way to overcome this was to give writing assignments in *Google Classroom*; and (11) less active students, the way to overcome this was to provide discussion activities during learning.

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