



RIELT JOURNAL

NAME

1. Nurkhairat Arniman
2. Luli Sari Yustina

AFFILIATION

1. Universitas Islam Negeri (UIN) Imam Bonjol Padang

EMAIL

1. nurkhairat@uinib.ac.id
2. lulisariyustina@uinib.ac.id

*corresponding author

Received :

Revised :

Accepted :

SCAFFOLDING OF GOOGLE MEET FOR TEACHING LISTENING SKILL IN UIN IB PADANG

Abstract

Google Meet is the service created by Google for educational institutions which the usage has fully supported from the Minister of Education and Culture. In order to prevent the transmission of Covid-19, education at all levels is conducted through online. The aims of this study are to examine the kinds of teaching listening skill in which carried out via Google Meet and to describe efficacy of Google Meet in facilitating teaching listening skill based on the students' perception. Envolving trends of Google Meet offers numerous features of Google to support in teaching listening skill. This feature allows for an unlimited number of members to participate, communicate and live interact and chatting style especially for supporting teaching listening skill. The Google Meet which was created by lecturer was usually used by the students in the online class. Using Google Meet was very enhancing teaching listening skill for the students in UIN IB Padang.

Keywords

Google Meet, Listening Skill, UIN IB

INTRODUCTION

The odd learning semester 2020/2021 in UIN Imam Bonjol Padang has been going on has to change in practice. The attack of a dangerous virus, the corona that is present in Indonesia, has stopped all community activities. All public spaces are closed, including educational institutions from elementary to high level. Through the circular letter of the Minister of Education and Culture No.36962/MPK.A/HK/2020, the face-to-face learning process was officially replaced with online learning from home.

Online learning systems which have many differences from face-to-face learning systems such as distance, attendance, interaction, motivation, involvement in learning, feedback, and use of learning media, make all parties limping in continuing the teaching and learning process. The students are required to prepare themselves to face changes in learning conditions, lecturers are expected to be able to carry out teaching tasks without obstacles and full responsibility, and the directorate of education providers is asked to provide excellent kits and provide all the needs needed by all education actors.

There are many choices of online platforms that educators can choose to continue the teaching and learning process. Application technologies such as Zoom, Google Meet, and Google Classroom are several choices of online learning media that have a large capacity in the implementation of learning and became famous during the COVID-19 pandemic. For large meetings, both can accommodate up to 500 participants and can record conferences of up to 60 minutes.

Google Meet has several advantages that are right for use as an easy learning tool. The application can not only be used for teaching and learning but can also be used to send files, photos, live conferences, hand raising, and more. Several other advantages exist in this application so that it becomes an option in the process of teaching listening skills in this study. These advantages are; learning everywhere and anytime, supported by interactive live conferences, convenience of control for moderators, having cheap quota, lasting online class sessions and involving trends of distancing learning, etc.

Listening is one of the fundamental language skills. It's a medium through which children, young people, and adults gain a large portion of their education--their information, their understanding of the world and human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically, he says.

In principle, the objective of listening skills is that students should learn to function successfully in a real-life listening situation. This being so, it makes sense to examine first of all what real-life listening is, and what sorts of things the listener needs to be able to do to comprehend satisfactorily in a variety of situations.

REVIEW OF RELATED TO LITERATURE

Listening is one of the most important language skills. Listening is part of communication; through listening, we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. The importance of listening is acknowledged by Brown (2001:247) who stated that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than 12 speakings." It means that listening is the important thing in daily activities, through listening we can interpret the meaning.

As defined by Oxford (1993: 206), listening is a complex problem-solving skill and it is more than just a perception of the sounds. Listening includes comprehension of fundamental

language skills. It is a medium through which children, young people, and adults gain a large portion of their information, their understanding of the world and human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material we create a significance. Listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery.

Russel in Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention, and appreciation. Then, listening activity needs integrating skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skills can be meant as the ability to pay attention or to hear something. But, listening is not the same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While in listening the brain does't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is a 13 active process that involves much more than assigning labels to sounds or words.

As mentioned in Nunan (2003:24) "Listening is an active, purposeful process of making sense of what we hear." It means that we should interpret the meaning from what we hear, therefore listening is an active skill. So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is an active process because listening is not just a matter of hearing, listening includes many proc cess. Listening is determining the meaning and the message of the sound.

Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

Based on several definitions above, it can be concluded that listening is one of the abilities of every human being who can be seen directly, but not all people in the world can listen to English except those who are indeed their native speaker or first language in English or involved in many language-learning activities, both inside and outside the language classroom and about listening skills are the ability to actively understand the information provided by the speaker, and display interest in the topic discussed.

Google Meet is a free video-conferencing service from the internet titan. However, it presents premium functions that will enrich each of your meetings and will make the event process meaningful for all the parts that comprise it. Google Meet is an evolution of Hangout. This service was launched in 2007. But its heyday comes from 2020 due to the Covid-19 pandemic. This platform has main business and academic use, it also allows the users to be in contact with their loved ones. Google Meet has the characteristic of having an easy-to-use interface because with it you will be able to schedule and attend meetings in a super fast and simple way, which will guarantee with satisfaction experience.

Google Meet is suitable for education, businesses, and individuals in any industry who regularly host video meetings, remotely manage teams, or regularly work from home. It's a great solution for organizations looking for an inexpensive video conferencing solution and is a sound option for existing G Suite customers who need a reliable and secure video meeting tool without the frills. Those looking for a truly enterprise-level video conferencing tool will need to look elsewhere, as Google Meet's enterprise tier maxes out at 250 meeting participants. Google Meet's features are pretty basic, so those looking for a more robust and feature-heavy solution will also need to consider other video conferencing tools.

METHOD

In this research, the writer used the design of descriptive method which is a method of research that attempts to describe and interpret the objects following reality. The descriptive method is implemented because the data analysis is presented descriptively. Moreover, Endraswara (2011) gives the important features of qualitative research in investigating the literature, such as the researcher is the key instrument that reads the literature thrifty, the research is done descriptively which elaborated in the form of words or pictures than numbers, and the process is more priority than a result, because literature establishes interpretations.

This study used a descriptive qualitative design and this study was based on the nature of the situation, it was the use of Google Meet in teaching listening skills in UIN IB Padang. The subject of this study was the students of 1st odd semester 2020/2021 in UIN Imam Bonjol Padang, they are in English Tadris Basic Listening class. The data was taken from the ways of teaching methods that were used by a lecturer in teaching listening and the students' perception inusing Google Meet.

In collecting the data employed some steps. First, the lecturer entered the class at Google Meet for teaching listening skills in the English Tadris Basic Listening class UIN IB Padang. Second, used Google Meet as the media in teaching listening skills as usual activity especially in asking the students to submit their assignment. Third, interviewed the students who were learned listening in their classes online randomly. Then, selecting the data related to the purpose of the study was the last step in collecting the data.

After the data had been obtained and studied, then took several steps to analyze the data. Analyze the data based on the data that were collected. Identify the results especially the development of listening skills in English Tadris Basic Listening class UIN IB Padang. Then, analyzed the data based on the students' perception especially in using Google Meet in teaching listening skills of English Tadris Basic Listening class UIN IB Padang. The last is an evaluation based on the results of the observation in teaching-learning process.

RESULTS

The findings are divided into two. First is the explanation about the kinds of teaching listening skills which carried out via Google Meet. Second is the description of the use of Google Meet in facilitating teaching listening skills based on the students' perception.

The kinds of teaching listening skills which carried out via Google Meet

Google Meet (formerly known as Hangouts Meet) is a video communication service developed by Google. This app is one of two Apps that will replace Google Hangouts, the other being Google Chat. Google plans to start discontinuing Google Hangouts in October 2019.

There were some listening activities of a basic listening class recognized in this study which is uploading the video-based to watch, watching the video, giving the questions via Google Meet, giving time to discuss in a group, answering the questions via Google Meet, giving correction via Google Meet. Under the topic of small business finance case study and what is issue management had been discussed by the basic listening class.

This activity promotes the students to have a proper beginning to their listening skills in the class online. By uploading the video in Google Meet for the students, it helped the students to listen by their selves and to discuss the videos with their groups.

In the process of watching and discussing the videos, the students had gone through several phases to understand the videos. The students were allowed only three times for watching each video. Then, they could discuss in general what the video is talked about.

The next activity was giving questions based on the videos that they watched on Google Meet. The lecturer posted the questions in Google Meet. The students knew the questions and each group had different questions.

After having some questions based on the videos, the students were given time to discuss and to answer the questions in twenty-five minutes. Every group had to submit or answer in a comment space in the posting. One of the students in each group had to answer and mention the group, the members of the group, students' number, questions, and answers via Google Meet.

After the time for answering in the comment space was up, the lecturer checked the students' submission in Google Meet. The lecturer and the students discussed together and the lecturer gave a correction there in replying space in their comments. The students could get the correction directly after they got comments from the lecturer and they knew what the correct answer was. So teaching listening skills was done by the lecturer as the researcher in the online classes that was in Google Meet.

The Use of Google Meet in Facilitating Teaching Listening Skill for Basic Listening Class Based On the Students' Perception

Google Meet is one of the save platforms in Google service include: Security, Compliance, and Privacy. The anti-abuse feature is on by default. Google Meet uses a range of anti-abuse measures to secure your meetings, including anti-hacking features and secure meeting controls. Google Meet also supports several 2-step verification options, including a security key. Moreover, Google Meet available encryption during transmission runs by default, all video meetings are encrypted during transmission between the client and Google. Meet complies with the IETF security standards for Datagram Transport Layer Security (DTLS) and Secure Real-time Transport Protocol (SRTP). The other significance of Google Meet is Compliance to support regulatory requirements. These products, including Meet, routinely undergo independent verification of their security, privacy, and compliance controls. For a complete list of certifications and attestations, visit the Compliance reference center.

The way to Access Google Meet:

1. From Computer

Use any modern web browser—no download required

You can start a meeting or join a meeting from any modern browser on your desktop or laptop. No need to install any additional software.

2. From Phone Or Tablet

Download the Google Meet mobile app

Create or join a meeting, or share your screen from the Google Meet mobile app.

Download from Google Play or Apple Store.

The way to start a video meeting:

1. Create a new meeting.

To create a new video meeting, sign in to an existing Google Account, or sign up for free.

2. Send invitations to online meetings.

Invite others to your online meeting. Send the meeting link or code to anyone you

wish to join. For the free version of Google Meet, guests must create a Google Account or sign in to their Google Account to join.

3. Join the meeting.

Tap the meeting link from the invite, enter the meeting code from the organizer here, or use the meeting phone number and PIN listed in the invitation to join.

The advantages of Google Meet are:

1. As a video conferencing tool super practical and safe to use, with which you can carry out work, professional and academic meetings.
2. Allows you the opportunity to create meetings with 100 participants or with 250 attendees, depending on the version you have of Google Workspace.
3. You don't have to worry about advertisements during the development of your meetings.
4. It has access to Google Jamboard and Google Calendar.
5. Provides the opportunity to share screens (documents, PowerPoint presentations, spreadsheets, PDF, images, videos, etc.), it also offers you the option of sharing a tab from your browser.
6. It has an easy-to-use interface, intuitive interface.
7. Updates are constant and automatic.
8. You can store sessions in your Drive.
9. The meetings have subtitles that will enrich your meetings.
10. The student can raise hand on this platform. If you have questions through your meeting you have the option of typing your question in the chat window or raising your hand. Using the **Raise Hand** icon alerts those in the meeting that you have a question and would like to speak. Once you've asked your question, don't forget to lower your hand!
11. Cheaper quota
12. Meeting with clear audio and no delay video
13. There is an automatic text by saying google
14. Live streaming- 100.000 audience
15. Control as a moderator

The limitation of this platform:

1. Some functions can only be used by Google subscription accounts, some are: Record the sessions, Carry out live broadcasts, and Private chats.
2. Has limited controls to measure time.
3. The audio filter it's a bit lacking.
4. The number of participants is limited even with a paid subscription

Features of Google Meet include:

- Two-way and multi-way audio and video calls with a resolution of up to 720p
- An accompanying chat
- Call encryption between all users
- Noise-canceling audio filter
- Low-light mode for video
- Ability to join meetings through a web browser or Android or iOS apps
- Integration with [Google Calendar](#) and [Google Contacts](#) for one-click meeting calls
- Screen-sharing to present documents, [spreadsheets](#), [presentations](#), or (if using a [browser](#)) other browser tabs^[8]

- Ability to call into meetings using a dial-in number in the US
- Hosts are able to deny entry and remove users during a call.
- Ability to raise and lower hand
- Video filters, effects, and augmented reality masks.

Google Meet uses proprietary protocols for video, audio, and data transcoding. However, Google has partnered with the company Pexip to provide interoperability between Google Meet and [SIP/H.323](#)-based conferencing equipment and software.

Based on the students' perception in the interview, Google Meet was beneficial to the basic listening class attempting to improve their listening skills. This was substantiated by the fact that the basic listening class could watch and discuss the video with their groups or themselves. They could ask their friends in an online class about the videos and the questions based on the videos.

Besides, the majority of the students agreed that uploading the videos in Google Meet was very useful for them. They could watch the videos freely by having time from the lecturer. In addition, the students also said that they could answer the questions by having and learning new vocabularies from each other in the discussion. Using Google Meet enhance pronunciation of student by watching the video. Moreover, the students liked if their works were uploaded and were read by their friends and lecturer via Google Meet. This activity was considered helpful to them in providing feedback from the lecturer. The students also felt joyful, fun, and more focus on their listening because they used Google Meet in the classroom online.

DISCUSSION

The role of listening in learning and teaching English for Specific Purposes has also undergone significant changes due to the development of new information technologies and the availability of a wide range of free video materials on the Internet. The accessibility of free online video materials has opened up opportunities for the development of totally new teaching language sequences.

During the listening activity, the students monitor their comprehension and make decisions about strategy use. According to Vandergrift (2016), Students need to evaluate continually what they are comprehending and check: consistency with their predictions, and internal consistency. Lecturer intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inference skills and help students to monitor more effectively.

CONCLUSION AD SUGGESTION

Based on the findings of this research, the use of Google Meet in teaching listening skills in UIN IB Padang was found that most of the students gave a positive response to the use of Google Meet in their learning. They believed that Google Meet could be benefitted as media in learning listening skills in the classroom, especially in Basic Listening class. They also liked the use of Google Meet as media in learning to listen of Basic Listening class. Furthermore, they felt that the use of the Basic Listening class as media was very effective. The application of Basic Listening class as media of teaching listening skills was quite easy. Finally, they agreed that the Basic Listening class was needed to be used in their listening class activities.

Moreover, most the students agreed that using Google Meet in learning listening skills is better than other platforms. They agreed that the use of Google Meet as media of listening task submission was more effective than using paper. Using Google Meet as listening task media was more fun compared with using paper. In addition, learning using Google Meet enabled them to learn anywhere and anytime. Furthermore, students felt free to answer and to get the lecturer's comment in their answer.

The researchers suggest the following for teaching 'Listening Skill' through Google Meet:

- Clear instructions on how to complete the assignments should be provided in the online class.
- One sample assignment should be practiced in presence of the lecturer.
- Formative assessment should be applied so that students feel motivated to do the assignments.
- The deadline for submitting the first assignment can be extended, based on students' demands, as they might find it difficult for the first time.
- Students should be motivated to be honest in completing their assignments

REFERENCES

- Brown, H, Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Edition. San Francisco: Longman.
- Ur, Penny. 2009. *A Course in Language Teaching: Practice and Theory*. Cambridge: University Press.
- Bartlett-Bragg, A. 2006. *Reflections on Pedagogy: Reframing Practice to Foster Informal Learning with Social Software*. Retrieved from <http://matchsz.inf.elte.hu/TT/docs/Anne20Bartlett-Bragg.pdf> [accessed on June 2017].
- Friedman, L. W. & Friedman, H. H. 2012. Using Social Media Technologies to Enhance Online Learning. Online. <http://www.thejeo.com/Archives/Volume10Number1/Friedman.pdf> [accessed on June 2017]
- Richards, J., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching & Applied Linguistics* (4th Ed.). Edinburgh Gate, Great Britain: Pearson Education Limited.
- Roberts, W.G. 2009. *Facebook Interactions and Writing Skills of Spanish Language Students*. Thesis. Concordia College.
- Vandergrift, L. 2016. *Listening: theory and practice in modern foreign language competence*. Center of Language, Linguistics and Area Studies: University of Southampton.
- Rabbi, Fazle. 2018. *Teaching Listening Skill through Google Classroom: A Study at Tertiary Level in Bangladesh*. Department of English, Southeast University, Dhaka, Bangladesh.
- "Google Meet", *En.wikipedia.org*, 2017. [Online]. Available:
https://en.wikipedia.org/wiki/Google_Meet
<https://paradacreativa.es/en/ventajas-y-desventajas-de-google-meet/>