

Students' perceptions of Google Meet use in English online learning at an Indonesian primary school

Linda Puspita ^{a,1}, Soviyah ^{b,2,*} Abdulmohsin Nasser Altawil ^{c,3}

^{a, b} Universitas Ahmad Dahlan Kampus 4, Tamanan, Kec. Banguntapan, Kabupaten Bantul, Daerah Istimewa Yogyakarta, 55191, Indonesia

^c Ministry of Education-Kingdom of Saudi Arabia, Salahudin 12434, Riyadh, 14811, Saudi Arabia

¹ linda1800004021@webmail.uad.ac.id ; ² soviyah@pbi.uad.ac.id * ; ³ a_altawil@hotmail.com

* corresponding author



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ABSTRACT

Google meet is one of the learning media commonly used by students and teachers during COVID-19 pandemic. During the pandemic, at Muhammadiyah Nitikan Elementary School Yogyakarta Indonesia, for the online English learning process, it had been conducted by utilizing Google meet. Using Google Meet as an alternative learning medium, students at Muhammadiyah Nitikan Elementary School have various opinions on its use. The objective of this research was to find out students' perceptions of using Google Meet in English online learning. Taking descriptive quantitative as the research method, it involved 88 sixth grade students of Muhammadiyah Nitikan Elementary School students, consisting of 46 female and 42 male students. These participants were chosen using random sampling technique. As for the research instrument, it used a questionnaire. The data were then analyzed quantitatively. The results of this study showed that out of a total of 88 participants, 1 student (1.14%) had a very positive perception, 35 students (39.77%) had a positive perception, 27 students (30.68%) had a neutral perception, 17 students (19.32%) had a negative perception, and 8 students (9.09%) had a very negative perception.



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1. Introduction

English is the language used as an international language. According to Broughton et al. (2003), English is an international language that is the most widespread medium of international communication. English can be used as the language of communication among nations. In the Indonesian context, English has become the foreign language that is widely learned by Indonesian students. It can be seen from the number of schools that have English as one of the compulsory subjects the students have to learn. The range of the school levels vary from elementary school, junior high school, and high school as well as college. As for the elementary school level, English has been introduced at elementary schools since 1994 as one of the school subjects under *Muatan Lokal* category (Kustini, 2019).

English is important to learn by Indonesian students. It functions to add the students' insight and to facilitate them with an international communication language so that they are able to communicate with citizens from other countries who practically do not use Bahasa Indonesia as it's not their first language. Therefore, having a good understanding as well as ability to communicate in English is crucial. In learning English, there are four skills taught. They are listening, speaking, reading, and

writing. Mastering these skills allow the students to build opportunities in which the English language is utilized as a medium to exchange and communicate information or knowledge while also demonstrating their capacity to learn.

Not long ago, the world experienced a pandemic called coronavirus (COVID-19). COVID-19 is a disease caused by coronavirus 2 (SARCoV-2) which caused the severe acute respiratory syndrome (Weissleder, 2020). This pandemic was initially found in Wuhan, China, in the end of 2019. In Indonesia, COVID-19 has affected Indonesia as well. Following the World Health Organization's (WHO) declaration of a global COVID-19 pandemic, the Indonesian government implemented several new regulations to avoid the transmission of this pandemic. At that time, as the president of Indonesia, President Joko Widodo urged Indonesian people to do everything at home, including work, school, and religious activities. In short, the pandemic that has hit the whole world, including Indonesia, has forced individuals to do things differently from what they usually do.

One of the fields which experienced an extreme change due to the pandemic is education. The learning process, which used to be done face-to-face directly at school, it must be done indirectly from home. The most common type of learning system used by educational institutions during the pandemic is online learning. However, problems arise. One of the problems is related to cost. Online learning system needs additional cost and it's not small. It's required to buy the device and tool, internet data and good internet signal to ensure that teaching and learning activities run properly. With the new learning system, teachers are forced to be able to take advantage of the existing technology to carry out online teaching and learning activities. The practical consequence of online learning is that it requires an application which is easily operated and supported by internet signals. There are some applications that can be used in online learning systems such as Zoom Meeting, Google Meet, Google Classroom, and many more.

At Muhammadiyah Nitikan Elementary School Yogyakarta Indonesia, during the pandemic, the English learning process had to be carried out online by utilizing online media, one of which was Google Meet. This was proven through classroom observations and informal discussion that had been done by the researchers. In Muhammadiyah Nitikan Elementary School Yogyakarta, Google meet was used as the new learning medium used by both students and teachers in the learning during COVID-19 pandemic. They decided to use Google meet because of some reasons. First, it was quite practical and easy to use to support the online learning. In addition, it allowed for audio and visual communication. By using Google Meet students and teachers could interact virtually. Furthermore, Google meet provided several features for online learning, one of them was chatting feature. With this feature, students could send messages to comment or ask some questions to the teacher about the material or tell them if there were problems with their audio. In terms of usage, Google Meet could be used intensively twice a day or more. Interestingly, as for students of Muhammadiyah Nitikan Elementary School, by using Google Meet as an alternative learning medium, they had various opinions on its use. Therefore, it is important to do research on it.

Due to this reason, the researchers are interested in doing research about students' perception of using Google Meet in English online learning at Muhammadiyah Nitikan Elementary School. Although there have been many studies on Google Meet, there has been no research on students' perceptions of the use of Google Meet in English online learning at Muhammadiyah Nitikan Elementary School. In addition, practically, it's quite a common practice that Google Meet has been popular and frequently used in this school since COVID-19 pandemic got to Indonesia. So this makes this research very useful. Based on this, the research question is formulated as follows:

What is the students' perception of using Google Meet in English online learning of Muhammadiyah Nitikan Elementary School Yogyakarta Indonesia?

The purpose of this research is to know the students' perception of using Google Meet in English online learning at Muhammadiyah Nitikan Elementary School. Through this research, the researchers hope this study can be used as the source of information about the use of Google meet in the classrooms for both teachers and other related researchers.

2. Literature Review

2.1. Perception

The term perception refers to the process of assessing things based on one's personal viewpoint. Perception is defined as a person's method of thinking or understanding someone or something. According to Agung et.al (2020) Perception is the impression of a thing, event, or connection gained through the information and interpretation of messages. Cherry et al. (2003) said that perception is a human's sensory experience that involves recognizing the environment and responding to the actions. Meanwhile, Sugihartono et al. (2007) defined perception as the ability of the brain to interpret a stimulus or a process in interpreting a stimulus from within the senses of an individual. Furthermore, he explained that there are differences in an individual's perception of something. In terms of perception types, there are positive and negative perceptions. And both can affect the real actions of an individual.

Walgito (2005), a renowned expert name in the field of perception studies in Indonesia, explained that what is meant by perception is a step in the sensing process, which involves the human receiving a stimulus through their senses, also known as the sensory process. Then, the stimulus is continued. This process is called the perception process. Each individual receives a response from a perception in various forms. So, each individual will get different perception results. These differences come from various factors, namely experience, knowledge, and point of view. To summarize therefore, perception is a process in the brain that interprets an object or an event. Each individual has a different perception. It depends on the experience and knowledge she or he has.

In terms of perception types, according to Robbins (2013), there are two types of perception, namely: positive perception and negative perception. Positive perception is a human view of an object with a positive assumption/judgment. An example of a positive perception is when someone has a t-shirt that says "it's not a bad life, just a bad day". She has a positive perception towards the T-shirt so she loves to have it. She likes the T-shirt because it's comfortable to wear, the fabric is soft, and the words on the t-shirt are motivating. So she often wears the T-shirt. People feel joyful and enjoy the thing more when they have a positive view of it. On the contrary, negative perception is a person's view towards an object with negative assumptions/judgments. An example of a negative perception is when a person decides whether to have a certain bag or not. She has a negative perception towards the bag because she feels that the material of the bag is thin which causes the bag to break easily. To her, the design and the color of the bag is also unattractive. Having all this negative perception towards the bag, as a result, she rarely uses the bag. In other words, people who have negative feelings towards something tend to avoid using or being with it.

There are factors which affect someone's perception. According to Walgito (2010), the process of perception starts from an object that causes a stimulus that hits the senses which are then transmitted to the brain. The brain that functions as the center of a person's consciousness realizes and processes what has been seen, heard, and felt. The response obtained from a perception can be taken by a person in various forms. Perdana (2013) claimed that the first step in the perception process is the reception of audio, visual, and other inputs. The five senses then register the input, which causes a perception to develop. The perception is then put through more processing to become recognized through emotion and thought. Meanwhile Thoha (2003) said that there are several stages in the process of forming perceptions, namely; a) stimulus, perception begins when an individual is confronted by a stimulus that comes from the surroundings; b) registration, is a sensation that is affected by the senses; and c) Interpretation, the process of giving meaning to the stimulus that has been received. Interpretation depends on how it is interpreted, an individual's personality, and motivation.

Perception has got some indicators. Walgito (2010) explained that there are some indicators that a person needs so that a perception can be felt by individuals. They are: 1) Absorption of object or stimulus from outside of an individual. Object or stimulus comes from the five senses, such as hearing, touch, sight, taste, and smell together or simultaneously. From the reception by the five senses, a response or idea will be obtained in the brain. The response can be plural or singular depending on the perception's object. 2). Understanding. After getting an idea, the brain will organize, group, compare, and then interpret it into an understanding. Understanding depends on ideas that an individual has had for a long time. 3). Assessment. Assessment or evaluation is formed after understanding. Individuals will compare the understanding that has been owned in accordance with the criteria or norms

subjectively. Everyone has a different assessment of the same object, that's why perception is individual.

Based on the explanation above, it can be concluded that perception plays a significant role in an individual because perception affects an individual's knowledge, feelings, and desire to act towards an object. In this study, students' perceptions are important in order to determine what they comprehend, feel, and are likely to do in response to the use of Google Meet as a learning medium in English learning.

2.2. Google Meet

Google Meet is a video conferencing application from Google Inc. Google Meet can be used to conduct learning activities through video calls. It can contain up to two hundred and fifty people in one room (Lobe et al., 2020). There are many features that can be used for learning activities. Students and teachers can communicate with each other using the chat feature provided by Google Meet. Google meet can be accessed using mobile phones, laptops, and computers. Nehe (2021) also stated that Google Meet is a safe medium for teaching and learning activities because Google has claimed that all its applications operate on security grounds and all user personal data will be stored safely.

There are several advantages of using Google Meet, namely; 1) by using Google Meet, participants can see other students and can listen to their audio, 2) Google Meet can be accessed anywhere and anytime as long as there's internet connection, 3) Google Meet has a share screen feature that can show the screen of the person who is making a presentation, 4) students can change the screen background on Google Meet, and 5) Google Meet is connected to Google, making it easier to access.

Google Meet also has drawbacks in terms of learning activities, such as 1) Google Meet requires a solid signal to adequately participate in learning activities, and 2) while sharing a screen, the displayed medium might become fuzzy when enlarged, 3) the features in Google Meet are limited, and 4) students need a certain device in order to change the background on Google Meet.

2.3. Online Learning

Online learning is a learning experience that uses devices such as mobile phones, computers, laptops, etc. that can be done synchronously or asynchronously (Dhawan, 2020). Dhawan (2020) stated further that synchronous online learning is structured learning that is carried out directly by students and teachers at the same time so that students and teachers can interact directly. Meanwhile, asynchronous learning is unstructured learning, so learning materials are not taught directly in class but in a different forum or system.

Online learning is a tool that can be used to make teaching and learning activities more innovative, flexible, and student-centered. According to Anderson (2011), online learning refers to teaching and learning situations where students and teachers are not in the same room and they use devices to access learning materials. Online learning can be done with various learning methods, medium used for teaching, and ways of interacting between students with one another.

Online learning is considered to be the best solution to carry out teaching and learning activities during the COVID-19 pandemic that swept the world in 2019 (Fitriani, et al., 2020). With the COVID-19 pandemic, online platforms were urgently needed to carry out online teaching and learning activities. The platforms referred to are those which can contain many students in one virtual room so that both students and teachers are able to communicate with each other, so that learning can be carried out smoothly.

In terms of benefits online learning offers, it's agreed that online learning is considered as one of the online learning media which is effective for both teachers and students. Furthermore, it can be accessed using various devices the students have. With online learning, students can interact directly with teachers or other students anywhere as long as they have an internet connection. Lastly, it can be recorded and can be reopened whenever students want to re-learn a learning material.

2.4. Teaching English to Young Learners

Ytreberg (2001) in (Hudaya & Sadikin, 2019) said that there are two groups of young learners, one from 5-7 years old and the other from 8-11 years old. The true reason why young learners should start studying English at a young age is that they would be better equipped to build their English skills. In Indonesia, what is said by young learners are children who are still studying in elementary school. Children must build a learning plan when they are needed to acquire new vocabulary in any language. Children must learn who they are as learners, as well as how to prepare, monitor and revise, and how to judge if they have grasped the material. The children each have a unique ability that sets them apart from their friends. The characteristics include their style of thinking, attitude, and ability, among other things. Scott and Ytreberg (1993) state that some things that must be done by teachers to teach English to children are: 1) words will not be enough, 2) play with the language, 3) variety within the class, 4) routines, and 5) collaboration.

3. Method

This study used a descriptive quantitative as its research type. It’s conducted by depending on the survey to gather insightful analytical research on the topic or pertinent problem from a variety of individuals (Arikunto, 2002). This study was conducted in Muhammadiyah Nitikan Elementary School, Yogyakarta, Indonesia. A questionnaire was used as the research instrument in order to find out the students’ perceptions of using Google Meet in English online learning. Taking what Riduwan (2013) said that the questionnaire is a technique for collecting data in which the researchers give a set of questions to the participants, the researchers provided some closed questions through the questionnaire which were related to students' perceptions of using Google Meet to learn English online. Furthermore, it was presented in Likert scale which consisted of four alternative answers, namely strongly agree, agree, disagree, and strongly disagree following perception indicators formulated by Walgito (2010). The questionnaires were then distributed in the form of printout paper. As for the research sample, applying random sampling technique, the researchers involved 88 sixth grade students of Muhammadiyah Nitikan Elementary Yogyakarta in the academic year of 2022/2023. They were composed of 46 female students and 42 male students. The data obtained from the questionnaires were analyzed systematically by applying statistical data techniques using the Statistical Package for Social Science (SPSS). After getting the mean data, the researchers made conclusion from the data findings.

4. Findings and Discussion

4.1. Findings

To analyze the data collected through the questionnaire, there are 3 indicators of perception used, namely absorption, understanding, and assessment. Each indicator has several statements. They are: 7 statements are under the absorption indicator, 6 statements are related to the understanding indicator, and 5 statements are about the assessment indicator. The following table shows the details:

Table 1. Blueprint of the questions in the questionnaire

Variable	Indicator	Number of statements	Scale
	Absorption	1-7	
Perception	Understanding	8-13	Likert
	Assessment	14-18	

1) Absorption

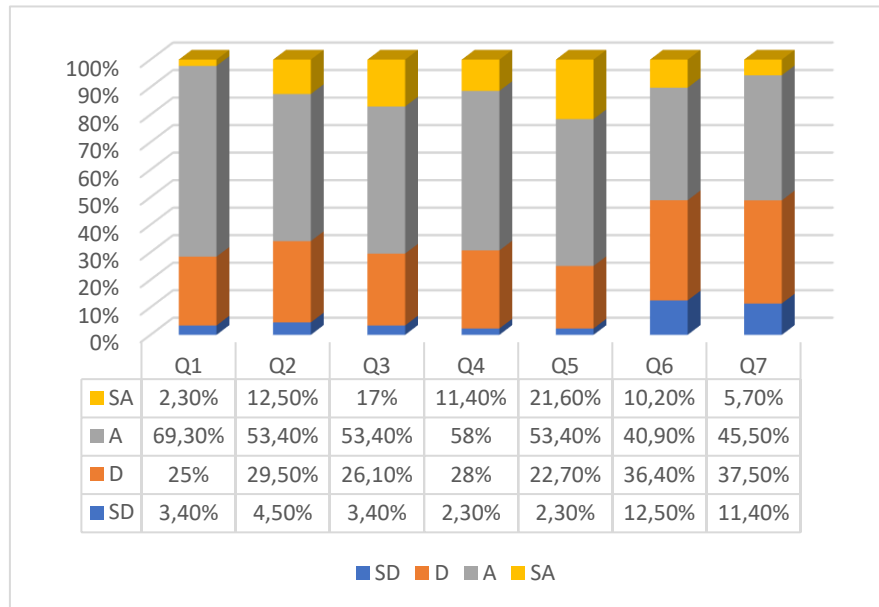


Fig. 1. Questionnaire results of absorption indicator

From the data shown, under the indicator of Absorption category, there are seven questions given. Among these seven, for the first question, it's revealed that among 88 participants, 61 participants (69,3%) answered "agree". In the second question, 47 participants (53,4%) answered "agree". It showed that using Google Meet made it simple for them to learn the material. In the third statement, it's indicated that there were 47 participants (53.4%) felt they could apply the material they had learned through Google Meet when doing English practicums. For the fourth question, it showed that there were 51 students (58%) who thought that they could apply the material taught through Google Meet in their daily life. As for the fifth question, it indicated that there were 47 participants (53,4%) who answered "agree". Meanwhile, for the sixth question, it showed that 36 participants (40,9%) chose that they could absorb the core of learning material by using Google Meet. As for the last question, it indicated that the total of 40 participants (45,5%) chose "agree".

2) Understanding

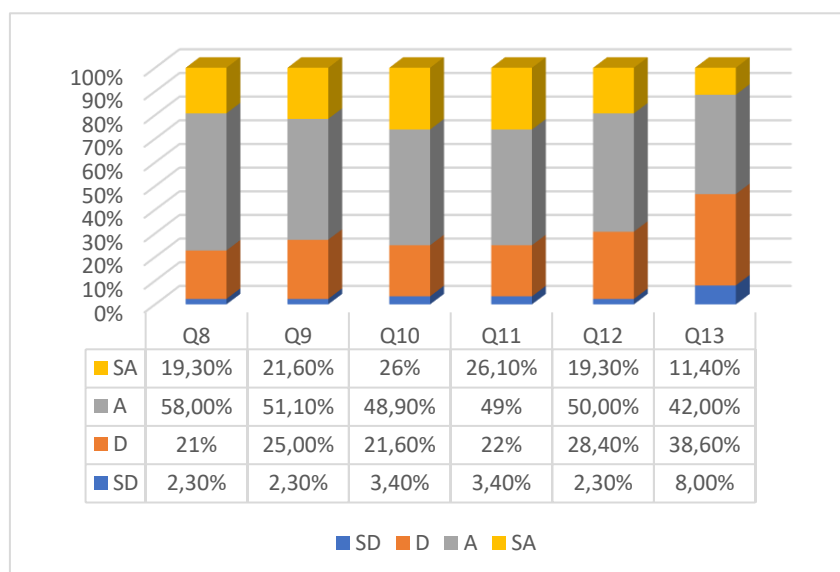


Fig. 2. Questionnaire results of understanding indicator

Diagram 2 displays the findings of the second indicator category i.e. Understanding. There were six questions addressed under this indicator starting from question 8th to question 13th. Based on the findings as shown through Diagram 2, it showed that for question number 8, 51 participants (58%) stated that they had no difficulty learning English using Google Meet. Meanwhile, for question number nine, 45 participants (51,1%) agreed that they could understand the material well when using Google Meet. As for the questions number ten, eleven, and twelve consecutively, the responses were: 43 participants stated that they could quickly find the essence of learning English when using Google Meet, 48,9% participants agreed that they could do assignments and exercises easily using google meet, and 44 participants stated that they understood the material provided by the teacher when learning using Google Meet. For question number thirteen, which was the last question of understanding indicator category, there were 37 participants (42%) who agreed that they were able to represent material that had been studied using Google Meet.

3) Assessment

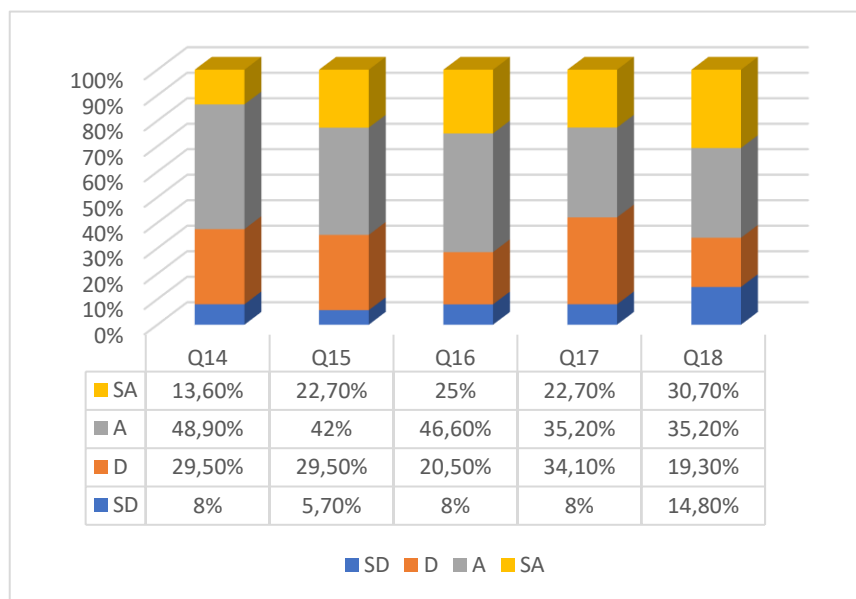


Fig. 3. Questionnaire results of assessment indicator

The results of the responses participants gave for assessment indicator are displayed through Diagram 3. As shown on the diagram, there were five questions listed under this indicator, from question 14 to 18. Based on the diagram, for question number fourteen, there were 43 participants (48.9%) who stated that they felt that using Google Meet made it easier for them in doing the learning process. Meanwhile, responses for question number fifteen showed that there were 37 students (42%) who agreed that they felt that using Google Meet could help them achieve their learning goals effectively. Responses for question number sixteen indicated that there were 41 participants (46.6%) who felt motivated to learn English due to the use of Google Meet. As for questions number seventeen, there were 31 student participants (35.2%) who felt that using Google Meet could increase enthusiasm to better understand and master English material. And for the last question, a total amount of 31 student participants (35.2%) agreed that they did not feel stressed when using Google Meet.

4) Recapitulation of Students' Perception

In terms of research data recapitulation, the results of the analysis of the data regarding the students' perceptions towards the use of Google Meet in the learning English process they took are shown through Table 2. Based on data on Table 2, it's obvious that maximum score was proven to be in absorption indicator with 25 score and the minimum one was in assessment indicator which only reached the score of 5. Meanwhile, seen from the mean score, it reached 49.80. Details of the data recapitulation are displayed as the followings:

Table 2. Descriptive Statistic of Students' Perception

No.	Indicator of Perception	Minimum	Maximum	Mean	SD
1.	Absorption	8	25	18,95	3,651
2.	Understanding	9	22	16,92	3,246
3.	Assessment	5	20	13,93	3,581
	Total	22	67	49.80	10.478

After the data were analyzed quantitatively, the scores were then classified into five categories i.e. very positive, positive, neutral, negative, and very negative. The detailed classification is shown through Table 3. Using the categorization, it's then conducted the process of counting the number of the participants of each category. The results of the process are presented through Table 4.

Table 3. Classification of Student's Perception

Scale Number	Score Category
$X > 64$	Very positive
$55 < X \leq 63$	Positive
$45 < X \leq 55$	Neutral
$35 < X \leq 45$	Negative
$X < 35$	Very Negative

Table 4. Classification of Student's Perception

Scale Number	Category Score	Number of Students
> 64	Very positive	1
56 – 63	Positive	35
46 – 55	Neutral	27
36 – 45	Negative	17
< 35	Very Negative	8
Total		88

Based on Table 3, it can be inferred that the students were considered to have a positive perception if the score obtained exceeded 55. Meanwhile, for those who had scores between 45 to 55 were categorized into having neutral perceptions. Lastly, the students with scores below 45 were categorized into having negative perceptions.

Referring to Table 4, it's found out that one student (1.14%) had a very positive perception, thirty-five students (39.77%) had a positive perception, twenty-seven students (30.68%) had a neutral perception, seventeen students (19.32%) had a negative perception, and eight students (9.09%) had a very negative perception. With such a recapitulation, it can be concluded that majority of the students had positive perception towards the use of Google Meet in learning English online with final

percentage of 39.77%. The second place was taken by the students who had neutral perception reaching the percentage score of 30.68%. Meanwhile, third, fourth and fifth positions occupied by students with negative, very negative and very positive perception categories respectively with a percentage score of 19.32%, 9.09%, and 1.14%. Figure 4 summarizes the research results.

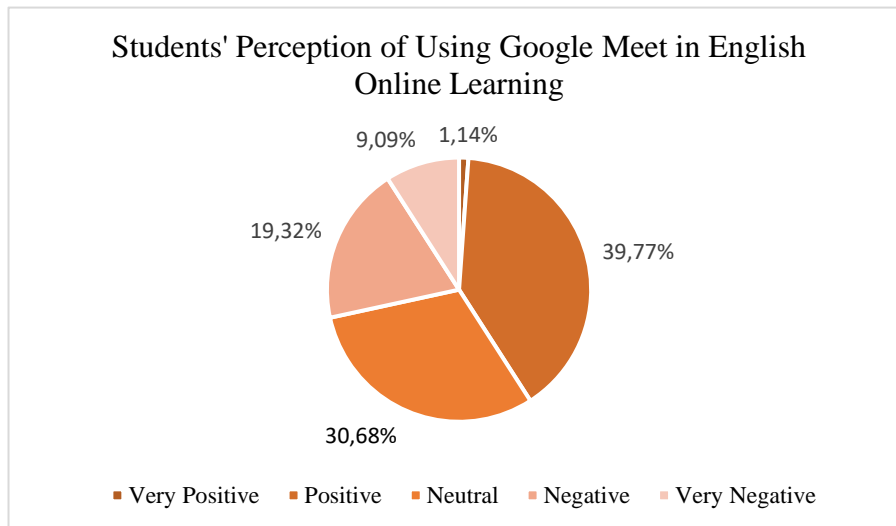


Fig. 4. Students' Perception of Using Google Meet in English Online Learning

4.2. Discussion

Based on the results of the research, it can be concluded that in summary, the students of Muhammadiyah Nitikan Elementary School Yogyakarta have a positive perception towards the use of Google Meet in English online learning. This result is in line with the study conducted by Ulwiah et al. (2022) who researched about the students' perception towards the use of google meet in micro teaching class. Conducted in academic year of 2022/2023, the research used mixed method research type involving 30 participants. The research results reveal that the majority of the participants have strongly positive perception towards the use of Google meet in their Microteaching class reaching the percentage score of 40%. When compared to this research, though the level of the participants involved is significantly different, they researched the same issue, which is the use of Google Meet in an English learning process. Furthermore, the results both of them conclude are the same in which the participants have positive and strongly positive perception towards the use of Google Meet in English learning. In other words, it can be inferred that in general, Google Meet is suitable to be used as one of the learning media involved in English teaching and learning context.

There are some reasons why Google Meet becomes one of the most eligible learning media to be used in learning English so that students have positive perception towards it. Google Meet is a versatile video conferencing application that can be utilized to teach various English language skills. Basically, all four English macro skills can be improved by using Google Meet as the learning medium, be it listening, speaking, reading or writing. However, many studies have shown that among these four skills, the most prominent skills which can be improved by using Google Meet are speaking and listening.

In speaking context, Google Meet is considered as one of the effective learning media to help improve students' speaking skill. It's due to the nature of Google Meet which is a video conferencing-based application in which the main expected activity is communication. Google Meet allows teachers to conduct live speaking sessions where students can practice their pronunciation, fluency, and oral communication skills. Besides it can also be used to conduct online discussions, debates, role-plays, and presentations. Through these types of activities, the students' speaking skills are improved significantly. to enhance students' speaking abilities (Fakhrudin, 2018; Nehe, 2021; Rusmawan et al., 2021).

As for listening skill, Google Meet use is effective to improve students' listening skill (Nhat, 2021). Google Meet enables teachers to share audio or video files with students and conduct listening exercises. Furthermore, teachers can play recordings, conduct listening comprehension quizzes, and engage students in listening activities to improve their understanding of spoken English. This can include listening to dialogues, interviews, speeches, or podcasts. Afterward, teachers can ask comprehension questions or initiate discussions related to the content. The study conducted by Mudiono (2021) highlighted this issue. Conducted in primary school level located in Blitar Indonesia in academic year of 2020/2021 when the pandemic was taking place, the research concluded that the students' need of listening activities could be fulfilled by online learning activities using Zoom, a video conferencing-based application. In other words, online video conferencing applications such as Google Meet and Zoom are effective to help improve students' listening abilities.

In the context of primary school students, the use of Google Meet can be used to develop students' vocabulary mastery, which is the main focus of Teaching English to Young Learners (TEYL) in Indonesia. Google Meet has features that are useful to use. Leveraging the features of Google Meet, teachers can create a dynamic and interactive vocabulary learning environment for primary school students, facilitating their vocabulary acquisition, retention, and application in meaningful contexts. Besides, Google Meet allows teachers to share visual content such as images, videos, and presentations with students. This visual engagement helps students associate words with visual cues, enhancing their understanding and retention of new vocabulary. Furthermore, Google Meet supports various forms of learning, including auditory, visual, and kinesthetic. Teachers can use audio recordings, visual presentations, and interactive activities to cater to different learning styles, ensuring that students have multiple opportunities to engage with and internalize new vocabulary. Due to features it has, Google Meet is having potential to use to enrich and improve primary school students' vocabulary mastery (Liang & Sulaiman, 2022; Raw & Ismail, 2021).

In addition to the positive impact Google meet has on the students' English skills improvement, it's also believed that Google Meet use has positive impact on students psychological condition. And this is what makes students have positive perception towards its use in their English learning journey. Learning English using Google Meet makes students be more motivated in learning. It's because they can feel relaxed and excited following the lesson using Google Meet. Furthermore, students enjoy using various learning media presented through Google Meet such as audio, video, and other various technological forms which attract their attention in learning English. That way, students become motivated to learn. This is what Syauqi et al. (2020) concluded based on the research he conducted in 2020 when the Covid-19 pandemic affects Indonesia. In his research, he concluded that the use of Google Meet significantly helps both students and teachers in learning activities that are conducted online.

Another factor that's assumed to make students have positive perception towards the use of Google Meet is because it's easy to operate (Purwanto & Tannady, 2020; Al-Marroof et al., 2021). Using Google Meet, through various learning activities carried out online such as discussing learning material, doing daily assignments given by the teacher, students can not only study and discuss with their peers but also upload assignments. And all of them can be done from home, which is convenient. The ease and comfort feeling students have makes them be able to understand the materials more easily. Kirtman's study (2009) in 2009 highlights this. Based on his research, he states that his respondents agree that using online learning materials can help them to understand the materials being taught better.

In spite of the positive impacts Google Meet application has so that it makes students have positive perception towards its use, there are some drawbacks of its usage as well (Nartiningrum & Nugroho, 2020). Among the drawbacks are like the students feel bored when learning using Google Meet. They feel less motivated too when learning to use Google Meet because they can't interact directly with their friends. This in turn makes them unmotivated to learn English. Another crucial reason is due to the internet connection, which is needed to access it. To access Google Meet, a smooth internet network is needed so that students can pay attention to what the teacher is teaching. These are some among other reasons which are related to the negative perception towards the use of Google meet, as what Zboun and Farrah (2021) researched in 2021. Further investigation regarding this issue is obviously in need.

5. Conclusion

Due to pandemic covid-19, storytelling class is implemented into online learning. The students' perception is important because it can determine the advisability of storytelling online class for students. Based on the research, it can be concluded that the students have a positive perception on storytelling used in language teaching. Increasing speaking skills, self-confidence, enriching vocabulary, improving pronunciation, drilling creativity, training communication skills, and using as learning methods. Then, a variety of tasks supporting learning storytelling are such as watching a video storytelling, creating video of storytelling, creating stories and another task such as joining competition of storytelling. Completely, in relation to learning outcome, the students think that the outcomes are advantageous, they can be in the form of books, audio or video storytelling.

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Declarations

- Author contribution** : Linda Puspita was responsible for the entire research project. She led the writing of the manuscript and collaborated with the second author, Soviyah, who participated in the data analysis, revision and completion of the manuscript. Abdulmohsin Nasser Altawil assisted in proofreading the final manuscript.
- Funding statement** : This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.
- Conflict of interest** : The authors declare that they have no competing interests.
- Ethics Declaration** : We, as authors, affirm that this research adheres to the ethical regulations of our university. We obtained necessary permissions from relevant institutes during the data collection process. We support the principles of academic integrity and honesty as upheld by the Teaching English as a Foreign Language Journal (TEFLJ) and maintain high standards of personal conduct in our professional practices.
- Additional information** : No additional information is available for this paper.

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