Students' Perception in Implementing Google Meet and Video Call' s App on Arabic Speaking Class

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Abstract

The development of technology and the dynamics of virtual and non-virtual learning as a form of mixed learning also occurs in the practice of learning to speak Arabic. However, not all media can support learning. Thus, this study aims to determine the perception of PKPBA students of the Psychology Faculty of UIN Maulana Malik Ibrahim Malang in Ps.2 class on the use of google meet and video calls in the practice of speaking Arabic. This type of research is comparative descriptive and quantitative. The data was obtained from questionnaires via google form 35 research subjects, namely PKPBA students of the Psychology Faculty of UIN Maulana Malik Ibrahim Malang class Ps.2 who have studied Arabic speaking skills in the first semester of the 2021/2022 academic year. The data is processed using a Likert scale and is equipped with tables and pie charts. The result showed that the students' perceptions of convenience 1) 56% of Arabic speaking practice through video calls and 30% via google meet, 2) Arabic speaking practice and getting corrections from friends and lecturers are 64% done by video calls and 31% google meet 3) effectiveness the use of video calls in the practice of speaking Arabic is 52% through video calls and 39% through google meet.

Keywords: Google Meet; Video Calls; Practice Arabic Speaking

Abstrak

Perkembangan teknologi dan dinamika pembelajaran virtual dan non-virtual sebagai bentuk pembelajaran campuran juga terjadi dalam praktik pembelajaran berbicara bahasa Arab. Namun, tidak semua media dapat mendukung pembelajaran. Dengan demikian, penelitian ini bertujuan untuk mengetahui persepsi mahasiswa PKPBA Fakultas Psikologi UIN Maulana Malik Ibrahim Malang kelas Ps.2 terhadap penggunaan google meet dan video call dalam praktik berbicara bahasa Arab. Jenis penelitian ini adalah komparatif deskriptif dan kuantitatif. Data diperoleh dari kuesioner melalui google form 35 subjek penelitian yaitu mahasiswa PKPBA Fakultas Psikologi UIN Maulana Malik Ibrahim Malang angkatan Ps.2 yang telah mempelajari keterampilan berbicara bahasa Arab pada semester I tahun ajaran 2021/2022. Data diolah menggunakan skala likert dan dilengkapi dengan tabel dan diagram lingkaran. Hasil penelitian menunjukkan bahwa persepsi mahasiswa pada kemudahan 1) praktik berbicara bahasa Arab sejumlah 56% melalui video call dan 30% melalui google meet, 2) praktik berbicara bahasa Arab dan mendapatkan koreksi dari teman serta dosen sejumlah 64% melalui video call dan 31% google meet 3) keefektifan penggunaan video call pada praktik berbicara bahasa Arab sejumlah 52% melalui video call dan 39% melalui google meet.

Kata kunci: Google Meet; Video Calls; Praktik Berbicara Bahasa Arab

A. Introduction

The recent development of technology-based and digital media cannot be avoided. Its influence has had an impact on various fields including in the field of education. Technology-based and digital media have been used in the learning process. At a time when covid-19 hit all countries in the world and in Indonesia, distance learning became an option that was carried out by optimizing the use of technology-based and digital-based media sharing platforms (Munawar et al., 2021). Through this phenomenon, various innovations and new creativity have been discovered and developed by researchers, educators and teachers or lecturers as these are The form of learning adaptation to conditions by optimizing the use of technology, digital and internet, both media that have been designed or which can be directly accessed, used. Among technology-based and digital media are youtube, whatsapp, google class room, e-learning, and other digital media

that can be accessed anywhere and anytime(Assidiqi & Sumarni, n.d.).

In addition to media, changes and developments in learning also occur in aspects of the learning model. Due to the conditions that require distance learning, blended learning and hybrid learning models emerge (Prihatini & Kuntari, 2022). Blended learning and hybrid learning models do not only occur at the elementary level, but also at the university level. The application of the blended learning model can place teachers or lecturers as facilitators and technology or digital as online learning media which, if applied correctly, students can easily accept learning; (Sa`diyah, 2019) while hybrid learning is a learning model that can be used by teachers by combining learning for students at home and at the study site (school/ campus) at the same time with the help of technology or digital media (Banat & ., 2020).

The use of technology-based or digital media has also become urgent for continuous learning patterns. A learning that is carried out continuously requires novelty that can maintain the dynamics of learning and eliminate feelings of boredom, boredom and laziness that occur in students (Hapsari, 2017). With the right learning media and methods, learning can be more effective and efficient to do and can facilitate the achievement of learning objectives. However, not all media can be applied to every lesson, including language learning (Nurrita, 2018). To choose learning media, teachers need to pay attention to the advantages and disadvantages. It is done as its learning cannot be disrupted and students can still study quietly.

Various problems of Arabic language learning and their solutions have been studied in previous studies. The results of her research, Rahmawati stated that to evaluate students' Arabic speaking skills, a communicative approach was needed (Rahmawati, 2021). Whereas in another article it was stated that the storytelling method can be used in learning Arabic speaking skills, although this method has drawbacks in the need for long duration (Fitriany & Aini, 2020). It was also stated that vlogs can improve student performance in speaking Arabic language conveniently, cheap

and flexible to use (Muthmainnah & Annas, 2020). Regarding the media used in maharah al-kalam learning, Mahmudah in her article states that the "Learning.Aljazeera.Net" media can provide a stimulus for students at UNIDA Gontor, because the media is intended for several levels (Maheasy & Rochma, 2022). In addition, micro-teaching is an application that can be applied to improve speaking abilities and skills in Arabic (Konita & Fadoli, 2021).

In PKPBA (Arabic Language Learning Intensive Program) speaking skills are one of the skills that must be mastered by students taking in this program. The purpose of these speaking skills is to make students able to speak actively, so that students are skilled in conveying ideas and conversations orally. For this reason, the practice of speaking Arabic at PKPBA is carried out intensively. The practice of speaking in Arabic is one of the objectives of learning speaking skills (maharah al-kalam) from the three other Arabic skills. Practicing speaking Arabic has several forms, namely question and answer, storytelling, free dialogue, explaining something and discussion (Widodo & Qosim, 2021).

Due to the fluctuative conditions of the pandemy, this could be difficult t to carry out offline learning, lecturers face several problems related to the continuity of Arabic learning, especially the practice of speaking Arabic. Among these problems; lecturers and students are faced with a lack of intensity in face-to-face meetings, the practice of speaking Arabic has to be made interesting even though it is done virtually and spoken language requires practice not just knowledge or by memorizing theory. As initial data in this study, information was obtained from interviews with students, that students were constrained if they had to practice speaking Arabic by depositing videos because they needed cell phone memory space and students were not satisfied if they did not get immediate responses from the lecturers. Based on the problems above, this encourages lecturers to continue to carry out the learning process optimally.

Based on the problems occured in the research field, this research is different from previous research which focused on one medium.

Meanwhile, it is important to study this research in-depth as the discussion of this research is about the comparison of two virtual or online media, namely google meet and video calls used in the practice of speaking Arabic alternately on one research subject. Considering that Google meet and video calls can be said to be familiar for students to use in the learning process (Yulistyanti et al., 2021). Therefore, this study aims to determine the perceptions of PKPBA students of the Faculty of Psychology class Ps.2 UIN Maulana Malik Ibrahim Malang towards the use of google meet and video calls in the practice of speaking Arabic. Furthermore, the results of this study can be used as a reference in learning Arabic speaking practice according to student responses in using Google meet and video calls.

B. Metode

This research is a comparative descriptive and quantitative type that is used to obtain information related to students' perceptions of the use of google meet and video calls in the practice of speaking Arabic (maharah al-kalam). The subjects in this study were 35 PKPBA students in the Ps.2 class of the Faculty of Psychology UIN Maulana Malik Ibrahim Malang who had learned Arabic speaking skills (maharah al-kalam) in the first semester of the 2021/2022 academic year.

The Data was obtained from the distribution of questionnaires given online to research subjects via google form. The questionnaire distributed consisted of 24 statements with three indicators, namely: (1) student responses to the ease to access video calls and google meet to practice speaking Arabic, (2) the ease to practice Arabic speaking and getting corrections by using google meet and video. call, and (3) the effectiveness of using google meet and video calls to practice speaking Arabic. Each response from the research subject to the statement in the questionnaire, is scored according to the Likert scale measuring instrument with a maximum score of 5 and a minimum score of 1 and is equipped with a pie chart.

Response Type Score	Score
SA (Strongly Agree)	5
A (Agree)	4
D (Doubtful)	3
Dis (Disagree)	2
SD (Strongly Disagree)	1

Table 1. Likert Scale

C. Result and Discussion

The results of this study were sourced from the responses of the research subjects, namely PKPBA students of the Psychology Faculty class Ps. 2 who have answered the questionnaire given. Student responses were analyzed by using the formula below:

Index (%) = (total score/maximum score) x 100

and it is known that the maximum score in this study is
= number of respondences x highest score likert (35x5= 175)

Indicators	Number of statements	Statements
Student responses to the ease of accessing video calls and google meet to practice speaking Arabic	1.	Convient way to access and use google meet
	2.	Easy way to access and use video calls
	3.	Google meet has an easy-to-understand and clear feature
	4.	Video calls has a display that is easy to understand and clear
	5.	Google meet application is helpful beneficial for communication
	6.	Video call is helpful for communication
	7.	Written material can be easily received via google meet

	8.	Written material can be easily received via video call
	9.	Oral material can be easily received through google meet
	10.	Oral material can be easily received via video call
The convience of practicing speaking Arabic and getting corrections by using google meet and video calls	11.	By using google meet I can easily speak when explaining pictures or slides
	12.	By using video calls, I can easily speak when explaining with pictures or slides
	13.	I can easily get feedback by using google meet
	14.	I can easily get feedback by using video calls
	15.	I understand the content of a friend's conversation better if I go through google meet
	16.	I understand the content of a friend's conversation better if it is through a video call
	17.	I'm not shy if I have to talk using google meet
	18.	I'm not shy if I have to talk using a video call
The effectiveness of using google meet and video calls to practice speaking Arabic	19.	I can practice speaking Arabic quickly if I use google meet
	20.	I can practice speaking Arabic quickly if I use video calls
	21.	The practice of speaking Arabic takes relatively less time if you use Google Meet
	22.	The practice of speaking Arabic requires relatively less time when using video calls

	23.	The practice of speaking Arabic is more dynamic if you use google meet
	24.	The practice of speaking Arabic is more dynamic when using video calls

Table 2. Arabic Speaking Practice Feedback Questionnaire for PKPBA Students UIN Maulana Malik Ibrahim Malang Class Ps.2. Academic Year 2021/2022
Source: processed data

Based on the analysis of the responses to the questionnaire, it was found that students' perceptions of the use of google meet and voice notes in the practice of speaking Arabic (maharah al-kalam) were as follows.

1. **Google meet and video call can be easily accessed by the students to practice speaking Arabic**

Google meet is a free video conferencing application that can be used online. To access google meet, one can use a smart phone or laptop that is connected to the internet using a gmail account. This application can be downloaded through the App Store or Play Store (Sawitri, 2020). If the application is available, then simply sign in and the meeting can be started. However, along with the advantages, Google Meet also has disadvantages. Technically, Google Meet requires a stable internet network and when not using the internet, it requires a fairly large data quota (Juniartini & Rasna, 2020).

Number of statements	Statement	SA	A	D	Dis	SD
1.	It is easy to access and use google meet.	5	10	5	15	
3.	Google meet has a clear feature and easy to understand	8	8	9	10	
5.	This application, google meet, is helpul for communication.	7	5	3	10	10

7.	written material can be easily accessed by gmeet	15	15	5		
9.	oral or spoken material for speaking class can be easily accessed by gmeet.	5	6	4	18	2
	Amount	40	44	26	53	12
	Percentage	22.8%	25.14%	14.8 %	30.28 %	6.85 %

Table 3. Responses to easy access of using google meet to practise Arabic.
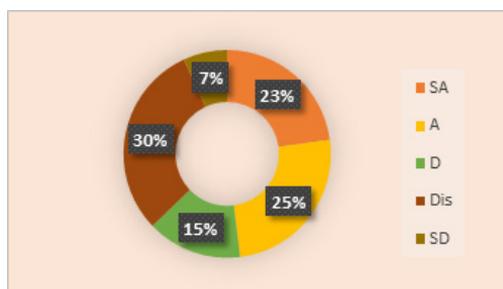Source: Primary data

Diagram 1. The indicator of ease of accessing google meet to practice speaking Arabic

From the table and diagram above, it can be shown that 30% of students answered disagree, 25% of students answered agree, 23% of students answered strongly agree, 15% of students answered doubtful and 7% of students answered strongly disagree with the use of google meet to practice speaking Arabic in terms of the ease of accessing the google meet.

Video call is one of the features on Whatsapp. With this feature, its users can communicate with other people via smart phone devices that are connected to the internet (Fauzi, 2018). To access video calls in Whatsapp, one can simply open the chat with the contact you want to contact via video, then the recipient receives the video call and can tap "add" if the user wants to add recipients.

Number of statements	Statement	SA	A	D	Dis	SD
2.	It is easy to access and use video call	25	10			
4.	Video call has a display that is easy to understand and clear	28	7			
6.	video call is helpful for communication	20	12	3		
8.	video call written material can be easily accessed	8	7	10	10	
10.	Listening material can be easily accessed by using video call	17	10	4	4	
	Amount	98	46	17	14	-
	Percentage (%)	56%	26.28%	9.7%	8%	-

Tabel 4. Answers for easy access to video calls to practice speaking Arabic
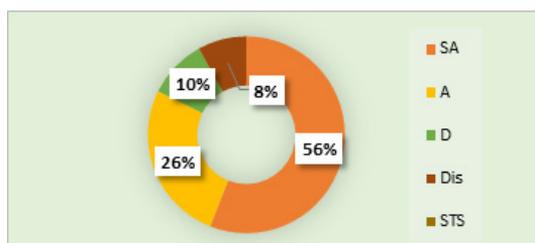Sumber: data primer

Diagram 2. The Indicator of ease of accessing video call for practice speaking Arabic

From the table and diagram above, it can be shown that 56% of students answered strongly agree, 26% of students answered agree, 10% of students answered doubtful, 8% of students answered disagree and none of the students answered strongly disagreed with the use of video calls for speaking practice. Arabic in terms of the ease of accessing the video call.

2. **The Conviences between using google meet and video calls in practice speaking Arabic and getting corrections from friends and lecturers**

Google meet and video call have something in common when both are viewed from their function, namely as a medium used to communicate with internet-assisted audio and visual (Rahayu & Pahlevi, 2021). With google meet users can share files, images or slides with other users. Communication with Google Meet can be done up to 250 people at once. This requires signal and internet stability as well as tolerance from all users to take turns if they want to talk. Likewise, by using Google Meet, it is required to have maximum confidence, because the conversations conveyed can be heard by Google Meet users within a forum.

Number of statements	Statement	SA	A	D	Dis	SD
11.	By using google meet I can easily speak when explaining pictures or slides		15	5	10	5
13.	I can easily get feedback by using google meet		8	9	9	9
15.	I understand the content of a friend's conversation better if I go through google meet	3	7	8	13	4
17.	I'm not shy if I have to talk using google meet	2	5	7	18	3
	Amount	5	35	50	50	21
	Percentage (%)	2.85%	20%	28.57%	28.57%	12%

Table 5. Answers for the convenience of using google meet in practicing speaking Arabic and getting corrections from friends and lecturers
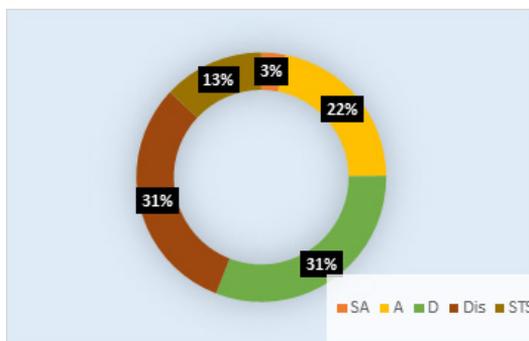
Diagram 3. The indicators of the conveience or ease of using google meet in practice speaking Arabic and getting corrections from friends and lecturers

From the table and diagram above, it shows that 31% of students answered disagree and doubt, 22% of students answered agree, 13% of students answered strongly disagree, and 3% of students answered strongly agree with the use of google meet to practice speaking Arabic conviently to get corrections from friends and lecturers.

. This video call on Whatsapp can be used as a communication tool with a maximum number of eight users. By using video calls on Whatsapp, users can talk intensely and take turns. Communication with a small number of speakers and listeners can make it easier to understand the meaning and content of the conversation (Sari, 2016). In addition, with a small number of speakers and listeners during communication, shy people can be bolder to convey their ideas and thoughts (Hariyanto, 2020). So, the content of the conversation can be commented clearly by the listener in a short time.

Number of statements	Statement	SA	A	D	Dis	SD
12.	By using video call, I can easily speak when explaining pictures or slides	18	9	4	4	
14.	I easily get feedback by using video calls	20	7	4	4	

16.	I understand better by using video call related to the content of a friend's conversation	27	8		
18.	I am not shy if i have to talk by using video call	25	9	1	
	Amount	90	33	9	8
	Percentage (%)	51.4%	18.8%	5.14%	4.57%

Table 6. The Answers for the convenience of using video calls in practicing Arabic speaking and getting corrections from friends and lecturers
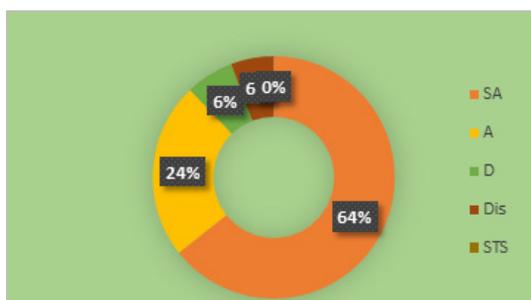

Diagram 4.
The Indicator of Convience by using video call in practicing speaking Arabic and get correction from friends and a lecturer.

From the table and diagram above, it shows that 64% of students answered strongly agree, 24% of students answered agree, 6% of students answered doubtful and disagreed, and none of the students answered strongly disagreed with the use of video calls to get convenience in Arabic speaking practice as well as to get corrections from friends and lecturers.

3. The effectiveness of using between google meet and video call in practice speaking Arabic.

The use of Google Meet which can directly accommodate up to 250 people at a time can speed up the delivery of information to others. Communication dynamics are needed by others in order to be both listeners and speakers.

Number of statements	Statement	SA	A	D	Dis	SD
19.	I can practice speaking Arabic quickly if I use google meet		7	10	10	8
21.	The practice of speaking Arabic takes relatively less time if we use Google Meet		2	8	13	12
23.	Practice speaking Arabic is more dynamic if we use google meet		2	5	18	10
	Amount		11	23	41	30
	Percetage (%)		6.28%	13.14%	23.4%	17.14%

Table 7. Responses to the effectiveness of using google meet on the practice of speaking Arabic
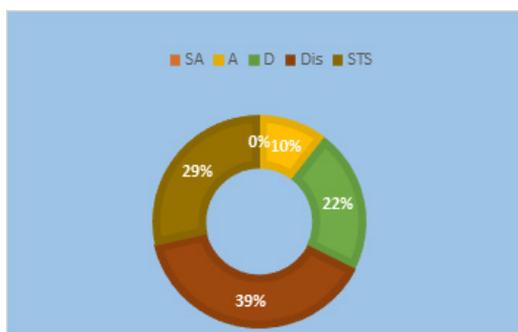

Diagram 5. Indicators of the effectiveness of using google meet on the practice of speaking Arabic

From the table and diagram above, it can be shown that 39% of students answered disagree, 29% of students answered strongly disagree, 22% of students answered doubtful, and 10% of students answered agree and none of the students answered strongly agree on the effectiveness of using google meet to practice speaking Arabic.

The video call in Whatsapp offers an intimate form of communication. It can be interesting if the time required to deliver the conversation can be relatively sufficient and communication is carried out alternately. Effective communication is not only done by one person, but everyone has the same opportunity to express opinions and ideas (Ma et al., n.d.).

Number of statements	Statement	SA	A	D	Dis	SD
20.	I can practice speaking Arabic quickly if I use video calls	19	15	1		
22.	The practice of speaking Arabic requires relatively less time when using video call	16	10	7	2	
24.	Practice speaking Arabic can be more dynamic when using video call	20	9	4	2	
	Amount	55	34	12	4	
	Percentage (%)	31.42%	19.42%	6.85%	2.28%	

Table 8. Responses to the effectiveness of using video calls on language speaking practice
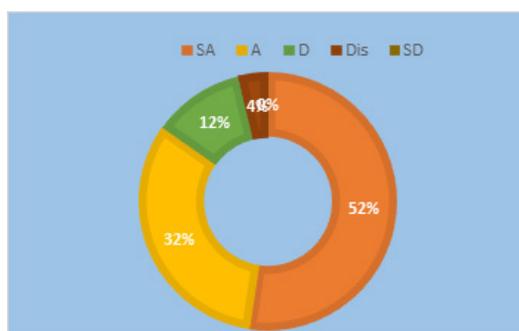

Diagram 6. The Indicators of the effectiveness of using video calls on the practice of speaking Arabic

From the table and diagram above, it shows that 52% of students answered strongly agree, 32% of students answered agree, 12% of students answered doubtful, 4% answered disagreed, and none of the students answered strongly disagreed with the effectiveness of using video calls in practice speaking Arabic.

4. **The comparison of students' perceptions of practical learning to speak Arabic by using google meet and video call.**

Based on the results of the comparative analysis in this study, it shows that PKPBA students of the Psychology Faculty class PS 2 for the academic year 2021/2022 strongly agree that video call are easier to access than google meet. A clear display on a video call can facilitate communication between one speaker and another (Shrivastava, 2019). In addition, the practice of speaking Arabic requires easy access to communication so that the words conveyed to the recipient of the message do not cause misunderstandings. This is in line with (Suri, 2019) which states that a good communication media is a medium that is easy to access by its customers.

Response	Google meet (%)	Video call (%)
SA	23	56
A	25	26
D	15	10
Dis	30	8
SD	7	0

Table 9. The Convience comparison use between google meet and video call for practice speaking Arabic

From the table above, it is known that 56% of students strongly agree that video call has easier access to be used in speaking Arabic practices than google meet. 30% of students do not agree that Google Meet is said to have easy access to be used in speaking Arabic.

The second comparison in this study is related to the convenience obtained by students when practicing speaking Arabic and getting

corrections or feedback easily or directly from friends and lecturers. The comparison results show that video calling is a choice that is highly approved by students as a medium that provides convenience in the practice of speaking Arabic and providing corrections to these activities rather than google meet. An easy learning process can have a positive impact on student psychology, such as the emergence of courage, loss of boredom and increased motivation to learn (Arianti, 2019). Likewise, feedback (correction/feedback) in a learning process, both from peers and teachers/ lecturers can construct new knowledge for students (Siagian & Pinem, 2021). This is important to help the quality of students' language abilities and skills.

Response	Google meet (%)	Video call (%)
SA	3	64
A	22	24
D	31	6
Dis	31	6
SD	13	0

Table 10. The Comparison of Convience use between google meet and video calls in practice speaking Arabic and getting corrections from friends and lecturers

From the table above, it is known that 64% of students strongly agree that video call are easier to use in speaking Arabic practice and easier to get corrections from friends and lecturers than using google meet. This is indicated by the presence of 31% of students who disagree and doubt that Google Meet is categorized as having ease of use in speaking Arabic practice and ease of getting corrections from friends and lecturers.

In the learning process, including Arabic, it does not only require convenience in conducting KBM (Teaching and Learning Activities), but it also requires effectiveness so that learning objectives can be achieved optimally. In this study, students responded that video calls were a more effective medium to use in speaking Arabic practice than google meet. This

effectiveness can be seen in the use of video calls that can be done with a maximum number of 8 people, while Google Meet can be done with a number of more than 10 people. This is in accordance with the video call capacity designed in the WhatsApp feature. Practice speaking Arabic can be done by maximizing these features in an unlimited time duration (Rachmayanti & Alatas, 2020).

Response	Google meet (%)	Video call (%)
SA	0	52
A	10	32
D	22	12
Dis	39	4
SD	29	0

Table 11. The Comparison of the effectiveness between the use of google meet and video calls in the practice of speaking Arabic

From the table above, it is known that 52% of students strongly agree that video call are more effective to use in speaking Arabic than using Google Meet. This is indicated by the 39% of students who do not agree that google meet is effective for use in speaking Arabic practice.

D. Conclusion

The use of google meet and video call to support maharah al-kalam learning or speaking skill learning, especially the practice of speaking Arabic at PKPBA has been responded to by students of the Psychology Faculty in the Ps2 class. From this research, it can be concluded that there are three results, namely:

(1)   It is easier for students to access video call rather than google meet to use in speaking Arabic practice. This is indicated by the comparison of 56% strongly agree and 30% disagree between students who are easy to access video call and google meet to practice speaking Arabic.

(2)   Students find it easier to use video call rather than to use google meet for practicing speaking Arabic and to get corrections from friends and lecturers. This is indicated by the comparison of 64% strongly agree and 31% disagree and doubt between students who easily use video calls and google meet to practice speaking Arabic and to get corrections from friends and lecturers.

(3)   Within the students' perception, the use of video call is more effective than google meet for practicing Arabic speaking. This is shown by the comparison of 52% of students who strongly agree with the effective use of video calls to practice speaking Arabic and 39% of students who disagree with the effectiveness of Google Meet for practicing Arabic.

This research is still limited to students' perceptions of the use of video call media and google meet in the practice of speaking Arabic. Therefore, it is necessary to conduct advanced research on the perceptions of PKPBA lecturers who teach Arabic speaking skills regarding the use of video calls and Google meet, especially in beginner classes as well as developing other technology-based media that support learning Arabic speaking skills offline after the Covid pandemic.

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