STUDENTS' CHALLENGES IN ONLINE ENGLISH SYNCHRONOUS LEARNING THROUGH GOOGLE MEET

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Article Info	Abstract
	This research aimed at finding out the students' challenges on the synchronous learning through Google Meet focused on online English learning. The researcher used descriptive qualitative research as research. The population of this research was the students at the eight-grade students of SMPN 1 Bontonompo who have been learning online synchronous learning through Google Meet. Ten students were chosen for the study using a purposive selection approach. Semi-structural interviews were used in this study. The findings of the research indicated that there were challenges and difficulties associated with English online learning via Google Meet, which was implemented at SMPN 1 Bontonompo. These challenges and difficulties included unstable internet connections during learning, limited learning media due to students' lack of laptops or smartphones, limited time and techniques for providing online explanations, and students who did not comprehend the material during online learning. As a result, it can be stated that the online learning process presents certain difficulties for those who do not comprehend the subject offered. Some of the students who did not get a signal struggled to comprehend the content during the learning process, and the instructor was also unable to immediately communicate the students' comprehension of the teacher-provided material. The findings of solution for English students to face the challenges of online learning through Google Meet is to keep trying their best following online learning and following the rules and decisions of their respective teachers because studying in the classroom with the teacher directly cannot be replaced by anything.

INTRODUCTION

The COVID-19 pandemic has been turned into a global public health emergency with significant implications for educational implementation at all levels. Virtual classes abruptly supplant traditional face-to-face classes. The abrupt replacement may have an adverse effect on learning processes and outcomes. Various initiatives are underway to make sure study activities continue in spite of the absence of face-to-face schooling. Students and teachers were unable to meet in the classroom, and they must react to changing conditions and formulate alternative strategies, such as using online learning.

Face-to-face communication was the most common type of synchronous communication. When distance is taken into account, synchronous communication is still feasible via the use of technology or other instruments. Essentially, Rinekso et al., (2021) defined "remote learning" as online or e-learning. Students may continue to learn and access information via e-learning at any time and from any location, as a pandemic is not meant to dampen students' excitement for learning.

Additionally, the internet was one of the primary modes of communication for the majority of students during normal class sessions or office hours in the learning models. Teachers and students may speak at any time of day or night, seven days a week, from any location on the planet, and students can learn at their own speed. As a result, it can broaden the range of learning opportunities available to pupils, particularly those who reside in rural areas or inner cities. It can encourage students to communicate with one another, and it can be cost-effective because students are not required to travel.

Online learning gained popularity as a means of providing flexibility to students with conflicting schedules of concurrent classes, enhancing the teaching of technology skills by infusing technical literacy in academics, and so on. Additionally, online learning provides instruction led by the teacher. It can be synchronous (communication in which participants interact in the same time-space, such as video conferencing) or asynchronous (communication that occurs in separate time-spaces, such as e-mail or online discussion forums), and can be accessed from a variety of locations (at school and/or outside the school building).

There were three modes of online education available: asynchronous, synchronous, and hybrid. Asynchronous online learning is an approach to learning that is not synced with the teacher's and students' attendance. Synchronous is the polar opposite; a teacher and students must be present simultaneously, meet online via any platform they want, and collaborate exactly as they would in a classroom. Rather than that, the hybrid model combines synchronous and asynchronous modes of online learning.

According to Amiti (2020), a synchronous learning environment is one in which the teacher and students collaborate online via a dedicated online platform for the purpose of teaching and talking about a lesson. It is critical to emphasize that synchronous learning brings students together regardless of their physical location. As a result, some kids struggle in the regular classroom; but, when they are introverted by nature, the atmosphere they are in, in their homes, helps them feel more secure and at ease. Video conferencing, teleconferencing, live chat, and live conferencing are all instances of synchronous learning environments.

This is referred to as a synchronous class, and it entailed first initiating a videoconference using a camera, in which the teacher and all of the pupils were assembled. It must be a learner-centered class in which the English instructor offers instructions first and then devotes all of his or her attention to the pupils. By implementing a synchronous class, it is necessary to develop into a student-centered atmosphere in which students respond to activities. There were many benefits that will increase students' English proficiency in cognitive and social aspects. In other words, using online discussions for teaching English was the best choice.

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Therefore, the researcher was interested to find the students' challenges in synchronous for online English synchronous learning using Google Meet. Besides that, it is based on the experience of the researcher when doing 'P2K' in junior high school. From this experience, the researcher found that most of the classes in school apply the synchronous method as one of the ways in which they teach the learning process. The teacher and students must be gathered together at the same time on an online platform for teaching a lesson. Even some students who are often reluctant to speak in face-to-face lessons would be seen as more active in online lessons. Based on the explanation above, the researcher was inspired to conduct research entitled "Students' Challenges in Online English Synchronous Learning through Google Meet".

LITERATURE REVIEW

Since online learning requires students to learn independently, they were often challenged by problems with self-regulation, such as low motivation to learn and ineffective communication with fellow students. Abidin & Tobibatussa'adah (2021) found that the challenges come from the implication of online learning which needs higher costs due to the dependence of internet quotas in education. For low-income family, maintaining education without internet quota is a challenge itself for students. Indonesia has been transformed the online learning to became an alternative to keep the education goes as usual.

Nowadays, teacher and students can also do teaching and learning activities online. Arkorful (2021) stated that online learning or e-learning refers to the use of digital tools for teaching and learning. Online mastery plans comprise instructional methodologies, communication guidelines, resources, solutions, and insurance policies that enable online or blended mastery within the school community. Keep plans simple, but set clear expectations for students, teachers, and careers for online education and training (Simamora, 2020).

Fuadi et al. (2020) found several types of applications to implement online learning that can be used as asynchronous and synchronous. There were two types of learning environments in online learning, namely synchronous environments that allow students to discuss with lecturers using tools such as video conferencing and chat rooms, as well as with them via the Internet and asynchronous environments where this method allows students to discuss with lecturers and with each other over the internet at different times. Therefore, they do not interact at the same time, but then through threaded discussions and emails.

Hrastinski (2008) found that synchronous communication between students allowed them to get to know each other better, created strong relationships, and was more interactive than asynchronous communication, all of which led to increased student participation in the online course. In this case, students may obtain meaningful learning when they engage in a discussion actively rather than being, passive observers.

During this epidemic, video-based English instruction was widely suggested. Due to the critical nature of social distancing, distant education practices must be well-designed. As a result, comprehending technology is critical to the learning process. The teacher can choose from a

variety of programs for instructional films. The teacher should have a strategy in place for instructing students in synchronous online learning. The application's central point of contact, between the teacher and the pupils, is simple to use.

E-learning breakthroughs made during this epidemic are inextricably linked to the use of learning technologies (applications) in our contemporary period. Google Meet, Google Classroom, and WhatsApp are just a few examples of e-learning application media that may be employed. It is unambiguously advised that it can successfully assist teacher-student interaction. Where the learning process may be conducted via videoconferencing, which not only interacts with audio but can also be conducted face to face although not directly, the term "face to screen" has become popular.

The Google Meet application is one of the multimedia programs that can be used to produce video conferencing. It enables instructors and students to have audiovisual calls in a traditional manner or with a large group of people. According to St John (2020), Google Meet is a secure application since Google has declared that all of its products are built and run on a secure foundation. As a result, they think their product users' data will exist and remain secret. Google also includes built-in protection by default in their Google Meet product, ensuring the security of users' meetings. Additionally, this program includes a plethora of capabilities that can aid in the deployment of e-learning.

METHODS

The descriptive qualitative approach was employed in this study. A descriptive qualitative research approach was utilized to evaluate the questions that best explain how study participants see and interpret various aspects of their surroundings. Qualitative descriptive research is a term that relates to methodological approaches that are used to comprehend, analyze, describe, and build ideas about a phenomena or context.

The researcher's objective in this study was to describe or analyze the difficulties students encounter when engaging in synchronous English language learning using Google Meet. It was consistent with the research purpose of determining students' difficulties with synchronous learning via Google Meet.

Instrument

The researcher used a methodology for collecting data in accordance with the problem. One of the most common method used in qualitative research is an interview. Interviews are dialogues used to obtain information about students' challenges in online English synchronous learning process through Google Meet from someone being interviewed. This is done determine the response of students' thoughts about the English synchronous learning process through Google Meet. In this study, researcher used semi-structural interviews adapted from Hasnidar (2020). This research interview contained 10 question but of those 10 questions only a few problem question related to the research case.

In this study, there are several tools as guidelines used in data collection, one of which is an interview guide that has been prepared by researchers such as cellphones, paper and pens. Interview guidelines are used when researchers collect data by means of interview which aim to assist and facilitate researcher in collecting data on participant. Cell phones are used by researcher as recorders where the recording are used by researcher to make transcript of interview results in text form later. Recordings from mobile phones make it easy for researcher to analyze data. Finally, the tools used are paper and pen. This tool is used by researcher to record and underline important answers or questions that need to be re-confirmed by participant in order to obtain accurate participant information. Therefore, the researcher used the interview guide to get answers from the participant during the interview very well. The contents of the interview guideline is about students' challenges on the synchronous learning through Google Meet.

Data Analysis

Gay et al., (2012) decided that there are three stages: data reduction, data display, and drawing and verifying findings. Stage of research data analysis. Data Reduction is the findings that have been obtained are the analyzed, the researcher determines the important items. Researchers will be guided towards the goals to be achieved. The main purpose of this research is the findings to obtain understandings of the data that has been collected from the results of interviews by summarizing and classifying according to the problems and aspects of the researcher.

The second stages, the data display referred to here is a collection of structured information that will provide a comprehensive and detailed picture. Presentation of data compiled in the form of a description or report in accordance with the research data obtained. After the data reduction process is complete, the researcher will try to make various kinds of graphs or matrices to see the overall picture.

The third stage, the data verification referred to here is an explanation made to the data that has been analyzed by looking for things that are important and then concluded in the form of a short and easy statement that refers to the research objectives in the form of a short and easy to understand statement in concluding the results of the research.

RESULT AND DISCUSSION

Students' challenges on the synchronous learning through Google Meet

This discovery justified the findings of the study, which was based on interview results. There were 10 students participated in this research. From the interview results, most of the participants expressed the same statement about what their challenges were in synchronous learning through Google Meet. Several participants stated that the implementation of learning with the synchronous method was not good enough, there were some students who stated about several obstacles, one of which was network access for students who lived far from urban areas where network access was minimal, student statements were cited as evidence of findings.

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Statements from several students indicate that learning by using the Google Meet application shows that there are several challenges for students in online synchronous English learning through Google Meet. It is evident from the number of ten students who were interviewed who said that synchronous learning through Google Meet had challenges such as of the challenges of internet access in students' environment, the challenges to the use the Google Meet application by students, the challenges of implementation online learning.

Laksana (2021) said that the application of online learning was carried out massively during the covid-19 pandemic. It is implementation certainly raises many new things, especially for areas with minimal internet access. Many students and teachers are complaining about network or internet signal problems during the current COVID-19 pandemic, which are interfering with activities during online learning. As a result, it must be admitted that the internet network in this country still needs to be improved and expanded. As a result, do not be surprised if you hear several anecdotes about students who are unable to study due to a lack of internet connectivity at home.

According to interview data, students confront problems such as a lack of networks, internet, or quotas that are too costly, and other students lack cellphones or computers. While this is the most critical aspect of operating this online learning system, it is one of the constraints of the teaching and learning process using the online learning system since it is reliant on data gathered via interviews. This is consistent with Dube's (2020) idea, according to which the problems of online learning include the absence of a network, a scarcity of equipment for online learning, the closing of internet cafés, the lack of computer skills among certain rural students, and the high cost of internet data.

According to Hijazi and Alnatour (2021), online education is a form of remote education because all instruction and evaluations are conducted over the internet. The significance of learning media in the teaching and learning process is critical. It is believed that through the media, the teaching and learning process would become more visible to the benefits. Technology is used to illustrate difficult-to-communicate lessons. Because it incorporates a variety of components such as voice, video, animation, text, and graphics, the dissemination of material is interactive and can help improve learning.

Students and professors engage face to face online learning utilizing the Google Meet platform as an online media in online learning based on the results of the interview. The Google Meet application is used as a medium for the instructor to explain the subject and for the pupils to accept the material offered by the teacher. Additionally, students believe that this is their first time using the Google Meet program, and as a result, they are unfamiliar with how to utilize it effectively.

Online education is being implemented at SMPN 1. Bontonompo acknowledged challenges and indicated a preference for offline classes. Additionally, students said that they were unable to grasp the teacher's topic immediately. Hakim (2020) supports this notion by stating that hurdles to teaching and learning are still directed appropriately, even if it has be done at home. Because perhaps through following online learning and according to school

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regulations and choices, we realize that nothing can substitute direct contact with the teacher in the classroom.

According to the findings of the research, all students claimed that they utilized online apps to deliver content and offer homework during their education. However, students perceive online education to be rather inefficient, which they recognize when studying English using Google Meet. Online and in-person classes were quite different. The classroom environment can have an effect on the teaching and learning process. Some students say that online learning does not deliver the same level of knowledge as face-to-face instruction since some students do not comprehend the content presented by the teacher.

CONCLUSION

The researcher came to the following conclusion based on the results and discussion in the preceding chapter: Students' problems in online English synchronous learning through Google Meet were discovered in the Google Meet media utilized during online learning. This platform enables face-to-face interaction between students and teachers. Then there are the problems that students encounter when engaging in online learning using Google Meet, such as the lack of signal/network in remote locations, the high cost of internet, and students' lack of smartphones/laptops. Apart from these issues, many pupils lack smartphones/laptops due to their parents' low economic status. Additionally, many students struggle to comprehend the content offered as a result of this online learning process. Where some pupils who do not exhibit any signs of trouble comprehending the topic during the teacher-led instruction.

English students' online challenges via Google Meet. According to interview data, the best way for English students to overcome the hurdles of online learning via Google Meet is to continue doing their best and adhering to the laws and policies of their various institutions. Because this epidemic shows us that nothing can substitute direct instruction from a teacher in a classroom setting. Because, in my opinion, regardless of how effective the teaching and learning process in the classroom is, it is the best; Subject matter can be delivered directly to students, and if any students do not understand, they can directly ask the teacher concerned; students' comprehension can be determined based on their scores; if they achieve satisfactory results, students are considered to have understood the materiall.

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