STUDENTS' CHALLENGES IN ONLINE ENGLISH SYNCHRONOUS LEARNING THROUGH GOOGLE MEET
(A Descriptive Qualitative Research in SMPN 1 Bontonompo)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of Requirement for the Degree of English Department

By

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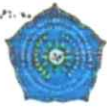| Full Name | : | Nurul Afiah Suaib |
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MOTTO

Ku olah kata, kubaca makna, kurikat dalam alinea, kubingkai dalam bab sejumlah lima, jadilah sebuah mahakarya, gelar sarjana kuterima orang tua pun bahagia

...

Saya datang, saya bimbingan, saya revisi, dan saya menang

...

Because you never know if you're standing in front of your wishes, saying: God has made them real

DEDICATIONS

Bismillahirohmanirohim In the name of Allah, I dedicated my thesis for:

My beloved parents

My beloved Grandma

My beloved sisters

My beloved cousin and my big family

All of my friends

You are all amazing

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ABSTRACT

Nurul Afiah Suaib, 2022. *Students' Challenges in Online English Synchronous Learning through Google Meet.* A Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Syamsiarna Nappu and Ismail Sangkala.

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 eighth-grade students of SMPN 1 Bontonompo who have been learning online synchronous learning through Google Meet. The participant was 10 students selected by a purposive sampling technique. The instrument of this research was structured interviews.

The result of the research showed that there were challenges and difficulties on English online learning through Google Meet which was implemented at SMPN 1 Bontonompo, they are unstable internet connections in learning, limited learning media because students did not have laptops or smartphones, limited time and techniques in providing online explanations, and students did not understand the material during online learning. So it can be concluded that the online learning process have some challenges who did not understand the material presented. Some of the students who did not get signal had difficulties in understanding the material during the learning process, and the teacher was also unable to directly explain students' understanding of the material provided by the teacher.

The findings of solution for English students to face the challenges of online learning through Google Meet is to keep trying their best by 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.

Keywords: Students' challenges, Google Meet, Synchronous online learning.

ABSTRAK

Nurul Afiah Suaib, 2022. *Tantangan Siswa dalam Pembelajaran Sinkron Bahasa Inggris Online Melalui Google Meet.* Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar. Syamsiarna Nappu dan Ismail Sangkala.

Penelitian ini bertujuan untuk mengetahui tantangan siswa pada pembelajaran synchronous Bahasa Inngris melalui Google Meet. Peneliti menggunakan penelitian kualitatif deskriptif sebagai penelitian. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 1 Bontonompo yang telah mengikuti pembelajaran synchronous learning melalui Google Meet. Partisipan berjumlah 10 siswa yang dipilih dengan teknik purposive sampling. Instrumen penelitian ini adalah wawancara terstruktur.

Hasil penelitian menunjukkan bahwa terdapat tantangan dan kesulitan dalam pembelajaran bahasa Inggris online melalui Google Meet yang diterapkan di SMPN 1 Bontonompo yaitu koneksi internet yang tidak stabil dalam pembelajaran, media pembelajaran yang terbatas karena siswa tidak memiliki laptop atau smartphone, keterbatasan waktu dan teknik dalam memberikan penjelasan online, dan siswa tidak memahami materi selama pembelajaran online. Sehingga dapat disimpulkan bahwa proses pembelajaran online memiliki beberapa kendala yang kurang memahami materi yang disampaikan. Beberapa siswa yang tidak mendapatkan sinyal mengalami kesulitan dalam memahami materi selama proses pembelajaran, dan guru juga tidak dapat menjelaskan secara langsung pemahaman siswa terhadap materi yang diberikan oleh guru.

Temuan solusi bagi siswa bahasa Inggris untuk menghadapi tantangan pembelajaran online melalui Google Meet adalah tetap berusaha sebaik mungkin dengan mengikuti pembelajaran online dan mengikuti aturan dan keputusan guru masing-masing karena belajar di kelas bersama guru secara langsung tidak dapat digantikan oleh apa pun.

Kata kuncis: Tantangan siswa, Google Meet, Synchronous.

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CHAPTER I

INTRODUCTION

A. Background

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. However, when distance is being considered, synchronous communication is still possible with the intervention of technology or other tools. Basically, Wicaksana (2020) defined the term "distant learning" as referring to online learning or e-learning. Through e-learning, students can still learn and access the materials at anytime and anywhere, because a pandemic is not supposed to stop students' enthusiasm for learning.

In addition, the internet was one of the alternatives for most students to communicate with their teachers during regular class sessions or office hours in the learning models. Teachers and students can communicate at any time, seven days a week, from anywhere in the world, and students can learn at their own pace. So, it can expanded the range of learning available to students, especially for students

who live in rural or inner cities. It can motivate the students to interact with others, and it can be cost-effective because there was no need for students to travel.

Online learning became popular because it provided flexibility to students who face conflicting schedules of concurrent subjects, enhances the teaching of technology skills by instilling technological literacy in academics, etc. Online learning also provided instruction led by the teacher, and can be synchronous (communication where participants interact in the same time-space as video conferencing) or asynchronous (time-separated communication such as e-mail or online discussion forums) and be accessed from various settings (at school and/or outside the school building).

There were three ways of online learning: asynchronous, synchronous, and hybrid learning. Asynchronous online learning is an unsynchronized learning approach in which the teacher and students' attendance might differ. Synchronous is the opposite; a teacher and students must be present at the same time, meet online on whichever platform they want, and collaborate just as they would in a classroom. Instead, the hybrid approach is a combination of both synchronous and asynchronous ways of learning online.

According to Amiti (2020), a synchronous learning environment is an environment where the teacher and the students meet online on a specific online platform for teaching and communicating about a lesson. It is important to state that no matter the geographical distance, synchronous learning gathers students together. Hence, some students have difficulties in the traditional classroom, like when they are introverted by nature, the environment they are in, in their homes,

makes them feel more comfortable and less stressed. Some examples of synchronous learning environments are video conferencing, teleconferencing, live chat, and live conferencing.

As known as a synchronous class, this meant first starting a videoconference with a camera, where the teacher and the students were all gathered. It must be a learner-centered class where the English teacher gives the instructions in the beginning and the students have all the attention afterwards. By having a synchronous class, it must grow into a student-centered environment where the students gave their replies depending on the 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.

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".

B. Research Question

Based on the previous background the research was interested in conducting research on: "What are the students' challenges on synchronous learning through Google Meet?"

C. The Research Objective

In relation to the research question above, the objectives of the research is "to find out the students' challenges on the synchronous learning through Google Meet".

D. The Research Significance

The significances of this research were expected to be useful, both theoretical and practical significance. Theoretically, this research was expected to be useful information and recommendation to the English teacher, and to suggest that the teacher give special attention to the students' needs in the teaching and learning process. Practically, this research was able to serve as a starting point for further study about synchronous learning, especially to understand the students' challenges through Google Meet based on English online learning, and it may be a reference to other researchers as a source of knowledge.

E. The Research Scope

The research was limited to analyzing the students' challenges focusing in synchronous learning during online English synchronous learning through the Google Meet platform. The researcher only took one class at SMPN 1 Bontonompo eighth grade students to determine the challenges synchronous English online learning through Google Meet.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There were some researchers who have been conducted similar research, namely:

Fitria (2021) in journal "Students' Perception toward the Implementation of Synchronous Learning during Covid-19 Pandemic in English Language Teaching (ELT)" found that synchronous learning demands that teachers and students concurrently enter the e-learning system. In short, this type of e- learning is almost the same as direct learning in the classroom and in this research the researcher to find out how students perceive the implementation of synchronous learning in ELT, especially TOEFL.

Rinekso & Muslim (2020) in their journal "Synchronous Online Discussion: Teaching English in Higher Education Amidst the Covid-19 Pandemic" found that this study looked into the perceptions and challenges of EFL university students when it came to using synchronous online discussions. The data was gathered from three categories of e-learning communication: content-related, task planning, and social support. The students responded positively to the use of synchronous online conversation, according to the data. They could also develop their critical thinking and writing skills, as well as receive social assistance. Meanwhile, a lack of internet access and a misunderstanding of the tasks posed a barrier. The results of this study suggest that students responded positively to the use of synchronous online discussion in their online class.

Nikmah & Azimah (2020) in their journal "A Study of Synchronous and Asynchronous E- Learning: Arabic Distance Learning during the Covid-19 Pandemic" found that how synchronous and asynchronous e-learning were applied in universities, analyzed the advantages and disadvantages, and propose solutions for them in learning Arabic through e-learning using synchronous and asynchronous e-learning models. The findings show that synchronous e-learning is most commonly used in distance learning Arabic and vice versa. So it is important for lecturers to prepare the best methods and media for distance learning in order to determine how important it is for students to learn Arabic through synchronous or asynchronous e-learning.

Based on the previous findings above, the researcher found that there were similarities between some of the research reports and how they applied online learning used a synchronous method, as most of these researchers show positive results towards a synchronous method in learning. In this study, the researcher also used qualitative descriptive research.

In relation to this research, the researchers decided to conduct research dealing with English online learning applied synchronously by using Google Meet. To do different research with other researchers, the researcher had bravely done research about the implementation of synchronous learning, which refers to describing the students' challenges in English online learning through Google Meet.

B. The Concept of Students' Challenges in English Online Learning

1. Students' Challenges

The word of Challenges comes from the word "challenge" which is mean "(the situation of being faced with) something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability" ([Online] Cambridge, n.d). It can be seen that challenges mean something or problem that is not easy to do and it requires more effort and skill to deal with it. When faced with the conditions during online learning by reviewing the theory proposed by Toynbee (2019) stated that when the world of education is faced with the challenge of implementing distance learning, a minority group will think about responding (response) in the form of learning synchronous, asynchronous, e learning, and various other.

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.

All levels of education in this situation used online learning and try to run the teaching and learning process as normally as possible, but the challenges come from it. Students faced struggles with live classes, using appropriate icons, MS Office,

communication related apps and websites, exploring study materials, etc. Sometimes about tech like login, live classes, job creation and submission, and communication with teachers and students.

Students struggle to detect cognitive, social, and educational presence in e-learning systems, making virtual learning a challenge. This was related to how e-learning systems support such presence through the use of appropriate functions. In terms of compatibility with e-learning systems, there were also other challenges regarding the overall user experience of the system. These included not only the ease of use and usability aspects of the learning system, but also the perceived availability of technical support and how the system supports the devices or equipment used by students.

Al-Balas et al. (2020) stated that in education institutions where there is not standard system for delivering online learning, students may find themselves using various education platforms for different courses. This may also be a challenge for students. Besides that there are certain challenges connected with online learning which have been discussed in various studies, such as the lack of technical competence either of educators or students, or the lack of relationships and social interactions between students which may make them feel isolated or frustrated. Not only students teachers also sometimes have a challenges, like the lack of control of the teacher over the learning environment and the urgent need for procedures to discipline and organize the students.

In addition, online learning systems usually runs on the internet, poor internet coverage or limited internet data packages are also typical obstacles felt by e-learning students, especially those that come from developing countries with limited Internet connectivity and low bandwidth Other problems include the lack of students' interest in the subject they study and the difficulties in obtaining instructional techniques used for enhancing students' abilities to become independent problem-solvers (Doghonadze et al., 2020).

2. English Online Learning

a. Definition of English Online Learning

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 getting to know plans include teaching strategies, communication rules, tools, solutions, and insurance policies that support online or combined mastering in the school community. Make plans as simple as possible, but make clear expectations for students, instructors, and careers about how to study and train online (Simamora, 2020).

Learning was interpreted as a process or method carried out by someone in order to carry out learning activities. Learning based on information and communication technologies will be effective if the role of the teacher in learning was to facilitate or facilitate learners learning. In addition, the concept of learning can be meaningful as an interactive process that takes place between teachers and students with the aim of acquiring knowledge,

attitudes, and skills.

According to Qu (2021) the application in the online English learning platform has attracted the interest of many experts and has been studied by many academic teams. For example, some found that many employees learn English to meet their personal needs, rather than training for training, but they often see one useless learning content on the learning platform, only to complete certain training tasks and piles of random learning content.

Gómez-Rey et al. (2016) stated that online learning platforms are a way to structure instruction, which encourages optimal content organization. Student interaction in online learning platforms can reduce the workload of lecturers, improve learning and teaching processes inside and outside the classroom. The online learning platform is a learning tool that brings together lecturers, students and parents, communication, and information tools both inside and outside the classroom. There are various platforms used in online learning, including Zoom, WhatsApp Group, Google Form, Google Drive, YouTube, Telegram, etc.

English online learning aimed to provide quality educational services in a massive and open network (online) to reach wider, larger, and more open students or enthusiasts. So online media can be used for the learning process through a process-based approach, so that students can improve their abilities (Badrudin et al., 2020). Online learning demands changes in management of learning. If management is done more so that the teacher can present the material or learning material directly and how students can absorb learning

material comfortably in traditional learning, management of learning in online learning is directed at how students can learn information in accordance with the topic.

b. English Online Learning Problems

In Online learning there many some problems that arise. According to Meladina & Zaswita (2020) from the main point of view, it is related to online education's effects and efficacy. The capacity to successfully teach digitally is different from the goals of teaching and learning of the educational institution and the priority. Moreover, online learning had many terms, such as e-learning, online classroom, or online education. Most of the online learning uses an internet connection to support the process.

Such as the experience of researcher during 'Magang 3 and P2k' there were some perceived obstacles in online learning;

a) The location of the student's house that is not reached by the internet network.

b) Limited students' network.

c) The character of behavior of students is difficult to monitor.

d) Absorption of subject matter is very minimal.

e) Teacher and students are still not a good at using digital technology.

c. Characteristic of Online Learning

Riyana (2019) defined that the characteristics of online learning are as follows; one of the benefits of online learning is that students may construct their own personal learning environment. Students do not need to be occupied -

occupied with getting to school, wearing uniforms, and arriving on time. Starting with the time, location, and atmosphere, all student learning processes are determined. Students will learn freely and independently in the online learning process. Students' performance with online learning will be influenced by a number of internal and external factors.

In online learning, every student needed to create a teacher presence, which can be used as a control to control the speed of learning for himself. When a teacher's role is absent, pupils may get lazy, causing online learning to fall behind schedule. A teacher must first prepare the curriculum, subject matter, media, and learning materials before engaging in online teaching and learning activities. All of these tasks are completed in a systematic manner. The subject matter was not only technically structured, but it was also organized in such a way that it may be organized according to the degree of competence.

Ruth & Mayer (2008) described several characteristics of online learning as follows;

1) It has content related to learning objectives.

2) It uses teaching methods, such as introducing examples and exercises to improve learning.

3) It uses media elements, such as words and pictures to convey learning materials.

4) Support direct teacher-centered learning (synchronous e-learning) or designed for independent learning (asynchronous e-learning.

5) Build understanding and skills related to learning goals, In order to improve the learning effect.

Teachers might use technology to create a variety of activities that will engage students in active thinking, socializing, and other activities. There were no time or location constraints with online learning, allowing students to study in a collaborative environment.

d. Types of English Online Learning

Fuadi et al. (2020) found several types of applications to implement online learning that can be used as asynchronous, synchronous, or a combination. These application are most often used by lecturers in universities in carrying out the online learning process, they are as follows; Zoom, Google Classroom, Whatsapp group, Google Meet, Skype, Webex, Email, Edmodo and Camstudio, etc. There were two types of learning environments in online learning, they were;

1) Synchronous environment

   The synchronous allows students to discuss with lecturers using tools such as video conferences and chat rooms, as well as with them via the Internet. Obviously, it has the advantage of immediate feedback.

2) Asynchronous environment

   The asynchronous allows students to discuss with the lecturer and each other through the Internet at different times. Therefore, they do not interact at the same time, but later through the use of threaded discussions and emails.

C. The Concept of Synchronous

1. Definition of Synchronous

Shahabadi & Uplane (2015) described that synchronous learning refers to the real-time online learning which facilitates students and teachers to interact at the same time or live. Some examples of synchronous learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures. The benefits of synchronous online learning relate to the increase of students' engagement and motivation because teachers can directly monitor the learners' responses during the learning process.

According to Hofmann (2003:10) synchronous is communications, such as phone conversations, text messaging, video conferences, whiteboard sessions, and synchronous courses, are examples of training given in real-time by a facilitator. Participants in synchronous learning interact in groups and cooperate. Synchronous means that the learners and the teacher are present at the same moment throughout the conference. Synchronous learning with tools allows for flexibility in situations when the lessons must continue regardless of the circumstances. This is also vouched by Mansor & Ismail (2012) stated that online learning provides flexibility in learning and accessing materials according to student needs in terms of time and techniques.

The used of synchronous in virtual classroom can offer opportunities for social interaction. The face-to-face learning pattern in schools has been shifted to distance learning which is carried out online. The online learning strategy used during the pandemic was a synchronous interaction model. Synchronous learning

referred to a learning event in which a group of students learn at the same time. Students that participate in synchronous learning systems can communicate with other students and teachers throughout the course, as opposed to self-study (Hatta et al., 2020).

Synchronous is based on a relatively small variety of concepts and methods based on deep, elegant, but mathematical principles. Basically, the main idea was that we first consider ideal systems that process their outputs synchronously with their inputs. Such synchronous systems are composed very well and are easier to describe and analyze than asynchronous systems.

In addition, many online education programs used one or more of the synchronous platforms, such as web conferencing tools, so people can study at the same time in different places as well. This allowed students and teachers to benefit from a variety of distribution methods, regardless of their chosen learning technique or timetable. This method gave students and teachers the ability to communicate using instant messaging or live chat, webinars, and video conferencing, allowing students and teachers to collaborate and learn in real time.

2. **Synchronous Learning Tools**

Synchronous learning tools provided a virtual learning environment for students and enable live classroom collaboration for distance students. During a real-time online course, the teacher and students meet via Web conferencing tools on scheduled days and time. Teachers and students share information, ideas and learning experiences in a virtual classroom environment. Synchronous sessions

allowed to regularly check in with students. Meeting rooms were a particularly useful way to talk with students to ask questions in a smaller environment.

In general, when considering the transition to online education, there were many option to consider and many decisions to be made. For example, you can try to find an online substitute for activities that you typically do with your students in the class. The other option was to introduce something new or different, because online teaching makes it possible or necessary.

3. Implementation of Synchronous Learning

Synchronous learning supported by media such as video conferencing. It had the potential to help students develop learning communities. Students and teachers view synchronous online learning as more social and avoid frustration by asking and answering questions in real time, In other words, synchronous sessions help students feel participating rather than isolated. Jackson (2012) defined that synchronous courses more closely resemble classroom-based courses because they require students to be in the same virtual classroom as the teacher at a specified time in order to receive instruction. Live interaction between the teacher and students occurs by using web cameras, microphones, and speakers or headset.

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. Therefore, active participation in class is a prominent

aspect for enhancing students' language competencies. While Shahabadi &
Uplane (2015) mention that the roots of synchronous e-learning are derived
from three main influences, such as the classroom, the media, and the
conference. This type is live and real-time.

Students in synchronous courses benefit from the ability to ask question of
the teacher during the live sessions and get the answer immediately. They were
also more likely to develop relationships with their peers, which reduces feelings
of isolation and develops learning communities. Olson & McCracken (2015)
stated that students who are drawn to the flexible nature of online learning may
not be interested in synchronous courses. Very little research has been conducted
comparing student achievement in synchronous and asynchronous formats.

In this pandemic, learning English through video was highly recommended.
Because of the importance of social distancing, the practice of distance education
must be designed effectively. Therefore, understanding technology plays an
important role in the learning process. The teacher can determined some
applications for learning videos. The teacher should have a plan for the
appropriate method for students in synchronous online learning. The main point,
between the teacher and the students, can easily use the application. According to
Nikmah & Azimah (2020) stated that synchronous approach give some
advantages in teaching and learning process, such as:

a. Teacher and students may communicate and interact in real-time and
   face-to-face through video conference.

B. The Concept of Students' Challenges in English Online Learning

1. Students' Challenges

The word of Challenges comes from the word "challenge" which is mean "(the situation of being faced with) something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability" ([Online] Cambridge, n.d). It can be seen that challenges mean something or problem that is not easy to do and it requires more effort and skill to deal with it. When faced with the conditions during online learning by reviewing the theory proposed by Toynbee (2019) stated that when the world of education is faced with the challenge of implementing distance learning, a minority group will think about responding (response) in the form of learning synchronous, asynchronous, e learning, and various other.

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.

All levels of education in this situation used online learning and try to run the teaching and learning process as normally as possible, but the challenges come from it. Students faced struggles with live classes, using appropriate icons, MS Office,

communication related apps and websites, exploring study materials, etc. Sometimes about tech like login, live classes, job creation and submission, and communication with teachers and students.

Students struggle to detect cognitive, social, and educational presence in e-learning systems, making virtual learning a challenge. This was related to how e-learning systems support such presence through the use of appropriate functions. In terms of compatibility with e-learning systems, there were also other challenges regarding the overall user experience of the system. These included not only the ease of use and usability aspects of the learning system, but also the perceived availability of technical support and how the system supports the devices or equipment used by students.

Al-Balas et al. (2020) stated that in education institutions where there is not standard system for delivering online learning, students may find themselves using various education platforms for different courses. This may also be a challenge for students. Besides that there are certain challenges connected with online learning which have been discussed in various studies, such as the lack of technical competence either of educators or students, or the lack of relationships and social interactions between students which may make them feel isolated or frustrated. Not only students teachers also sometimes have a challenges, like the lack of control of the teacher over the learning environment and the urgent need for procedures to discipline and organize the students.

In addition, online learning systems usually runs on the internet, poor internet coverage or limited internet data packages are also typical obstacles felt by e-learning students, especially those that come from developing countries with limited Internet connectivity and low bandwidth Other problems include the lack of students' interest in the subject they study and the difficulties in obtaining instructional techniques used for enhancing students' abilities to become independent problem-solvers (Doghonadze et al., 2020).

2. English Online Learning

a. Definition of English Online Learning

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 getting to know plans include teaching strategies, communication rules, tools, solutions, and insurance policies that support online or combined mastering in the school community. Make plans as simple as possible, but make clear expectations for students, instructors, and careers about how to study and train online (Simamora, 2020).

Learning was interpreted as a process or method carried out by someone in order to carry out learning activities. Learning based on information and communication technologies will be effective if the role of the teacher in learning was to facilitate or facilitate learners learning. In addition, the concept of learning can be meaningful as an interactive process that takes place between teachers and students with the aim of acquiring knowledge,

attitudes, and skills.

According to Qu (2021) the application in the online English learning platform has attracted the interest of many experts and has been studied by many academic teams. For example, some found that many employees learn English to meet their personal needs, rather than training for training, but they often see one useless learning content on the learning platform, only to complete certain training tasks and piles of random learning content.

Gómez-Rey et al. (2016) stated that online learning platforms are a way to structure instruction, which encourages optimal content organization. Student interaction in online learning platforms can reduce the workload of lecturers, improve learning and teaching processes inside and outside the classroom. The online learning platform is a learning tool that brings together lecturers, students and parents, communication, and information tools both inside and outside the classroom. There are various platforms used in online learning, including Zoom, WhatsApp Group, Google Form, Google Drive, YouTube, Telegram, etc.

English online learning aimed to provide quality educational services in a massive and open network (online) to reach wider, larger, and more open students or enthusiasts. So online media can be used for the learning process through a process-based approach, so that students can improve their abilities (Badrudin et al., 2020). Online learning demands changes in management of learning. If management is done more so that the teacher can present the material or learning material directly and how students can absorb learning

material comfortably in traditional learning, management of learning in online learning is directed at how students can learn information in accordance with the topic.

b. English Online Learning Problems

In Online learning there many some problems that arise. According to Meladina & Zaswita (2020) from the main point of view, it is related to online education's effects and efficacy. The capacity to successfully teach digitally is different from the goals of teaching and learning of the educational institution and the priority. Moreover, online learning had many terms, such as e-learning, online classroom, or online education. Most of the online learning uses an internet connection to support the process.

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b) Limited students' network.

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Students in synchronous courses benefit from the ability to ask question of the teacher during the live sessions and get the answer immediately. They were also more likely to develop relationships with their peers, which reduces feelings of isolation and develops learning communities. Olson & McCracken (2015) stated that students who are drawn to the flexible nature of online learning may not be interested in synchronous courses. Very little research has been conducted comparing student achievement in synchronous and asynchronous formats.

In this pandemic, learning English through video was highly recommended. Because of the importance of social distancing, the practice of distance education must be designed effectively. Therefore, understanding technology plays an important role in the learning process. The teacher can determined some applications for learning videos. The teacher should have a plan for the appropriate method for students in synchronous online learning. The main point, between the teacher and the students, can easily use the application. According to Nikmah & Azimah (2020) stated that synchronous approach give some advantages in teaching and learning process, such as:

a. Teacher and students may communicate and interact in real-time and face-to-face through video conference.

b. Students are easier to understand the materials because after explained by a teacher, students can directly ask about it.

c. In synchronous learning, close relation and emotion between teacher and students are easy to be made.

d. It is easy and very effective for teacher to observe students' enthusiasm in learning when synchronous learning is applied.

e. Students' motivation in learning can be increased through synchronous learning model.

f. This synchronous learning is possible for students to feel virtual classroom, with the result that they can communicate one and each other.

However, this approach was also having some disadvantages in teaching and learning process, as follows:

a. For discussing materials through video conference, students need a good signal. However, students who live in an area with a low signal will frustrate with this situation. Finally, they cannot attend the discussion or meeting at all.

b. There is a student who never attends the virtual classroom through video conference because of low signal, and it requires a big of data quota.

c. Synchronous learning is limited time. Therefore, time to explain and discuss the materials is limited.

d. Synchronous learning is real-time learning. Therefore, both students and teacher who live in different time zone have to adjust.

D. The Concept of using Google Meet

1. Definition of Google Meet

Online learning was an alternative that can be used as a learning medium during a pandemic. Baber (2020) stated that most students have experienced this online learning for the first time. However, many students are satisfied because they get interaction in online classes, motivation directly conveyed by the teacher, course structure and adequate facilities, and so on. They get all this when using online learning media via video conferencing.

E-learning innovations made during the pandemic are inextricably linked to the use of learning technology (applications) that had only recently become popular. Google Meet, Google Classroom, WhatsApp, and other types of e-learning application media can all be used. It is strongly suggested that it can help teachers and students communicate more effectively. The term "face to screen" now refers to situations where learning can be done through videoconferencing, which not only interacts with audio but can also be face-to-face but not directly.

One of the multimedia applications to create video conferencing is the Google Meet application, which allows teachers and students to make audiovisual calls in conventional form or with many people. According to St John (2020) Google Meet is a safe application because Google has stated that they have made and operated all of their products on a safe foundation. So they believe the data of their product users will exist and remain private. In their Google Meet product, Google also provides built-in protection by default that will keep users' meetings

safe. In addition, this application offers many features that can support the implementation of e-learning.

Some of the features that can be used in Google Meet are maximum support for video conferencing participants of up to 100 people, can be used across platforms, various documents or presentations, and easy access only via shared links, provides multi-way audio=video calls with resolution 720p, can connect directly from google calendar and google contacts, and provide share screen service that can be used to present documents, spreadsheets, images and etc. Chrome, Mozilla Firefox, Microsoft Edge, and Safari are the browsers that can be used to make a call. Users can also use their phone by downloading the Meet app from the Google Play or Apple App Store. Make sure their desktop or mobile phone's camera and microphone are turned on before beginning a meeting or study. Users can also choose between high and standard resolutions when it comes to video quality.

2. **Step for using Google Meet**

According to Taylor (2020) Google Meet is an internet program that is extremely user-friendly. The steps for using Google Meet are as follows: To create a meeting, go to meet.google.com and click the green "new Meeting" icon. After clicking the button, you will be given three options: share a meeting link, start an instant meeting, or organize a meeting right away. You may need to first sign into your Google account, or establish one if you don't already have one. If you choose the last option to schedule a meeting for later, you will be given a form to complete with all of the meeting details. You'll note that it looks and functions similarly to

creating a Google Calendar entry—except that it also creates a Google Meet link that invitees can click when the scheduled time arrives. When you're finished, click "save."

Google provides a customized meeting URL and phone number for your meeting automatically, so you don't have to do anything; once you've saved the meeting, an entry will appear on your calendar. When the meeting time arrives, click on the calendar entry to bring up a window with a big blue "join with Google Meet" button. Once you've selected your choice, click the "Join Now" button on the right to join the meeting. If you're the presenter and need to share your screen, click "present" and you'll be in the meeting. You can turn your camera and microphone on and off, as well as be present while in the meeting, provided the host allows it. There's also a chat button, which comes in handy if you're experiencing trouble or just want to say anything without interrupting the presenter. Click the red phone icon at the bottom of the screen to exit the conference.

3. Characteristic of Google Meet

According to Taylor (2020) one of the specific of features of Google Meet was the presence of background noise. Still, this only applied to druggies who have G Suite Enterprise and G Suite for education. The stoner can filter noise that comes from the stoner background. The Google Meet operation added a low light mode point. The thing was to illuminate the stoner videotape whose lighting is foot than ideal according to the stoner terrain. While the web interpretation on a PC or laptop will be added soon. The actuality of these features made Google

Meet superior. Colorful vids and audio are of high quality. No wonder the operation was extensively used and provides the stylish experience indeed if the meeting is held over long distances.

One of the characteristic that live in Google Meet was the expanded videotape view. This point was considered analogous to the Zoom operation. Originally, the videotape views from 4 people to 16 people. With this point, druggies are anticipated to have layout option for freshvideos.The actuality of the Q&A point made it look analogous to the drone operation. Through the point, druggies can ask question and they will be answered. In addition, this point won't intrude with the course of the meeting. Still, the Google Meet Point with the course of the meeting. Still, the Google Meet point was only useful for G Suite group account subscribers.

4. The advantages and disadvantages of the Google Meet Application in online learning

Sawitri (2020) stated that Google Meet had advantages and disadvantages, as follows:

1) The advantages of google meet were :

   a. There is a whiteboard feature that explains pictures or numbers.

   b. Google Meet is available for free download from the Google Play Store or the Apple App Store.

   c. The display provided is HD (High Definition) and the resolution available on the smartphone.

   d. There is a video encryption service for data security and privacy.

2) The disadvantages of Google Meet were:

 a. There is no data saving feature, so a data quota is required.

 b. For the Google Suite plan (a paid version of Google Meet), it can be used by more than 100 users and offers a more complete feature service, such as recording.

 c. A fast and stable internet network is required so that Google Meet can be used properly.

It could be concluded that Google Meet was a medium that can be used for teaching and learning activities between teachers and students when learning is done online at the same time.
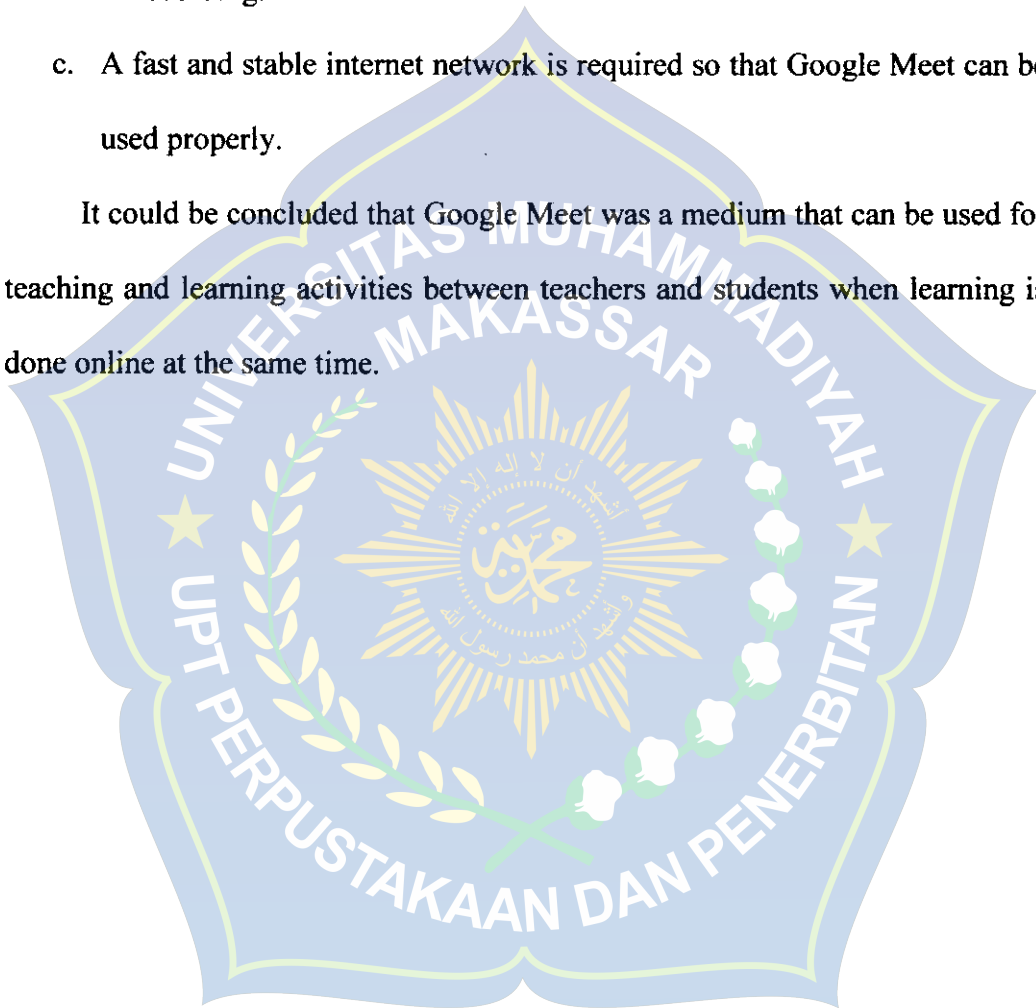
E. Conceptual Framework

The conceptual framework of this research can be presented as follow:


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┌─────────────────────────┐
│     Online English      │
│       Learning          │
└─────────────────────────┘
           │
┌─────────────────────────┐
│  Synchronous Learning   │
│     Google Meet         │
└─────────────────────────┘
           │
┌─────────────────────────┐
│ Descriptive Qualitative │
│        Method           │
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│       Interview         │
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│ The Students' Challenges on │
│ Synchronous Learning through Google │
│          Meet           │
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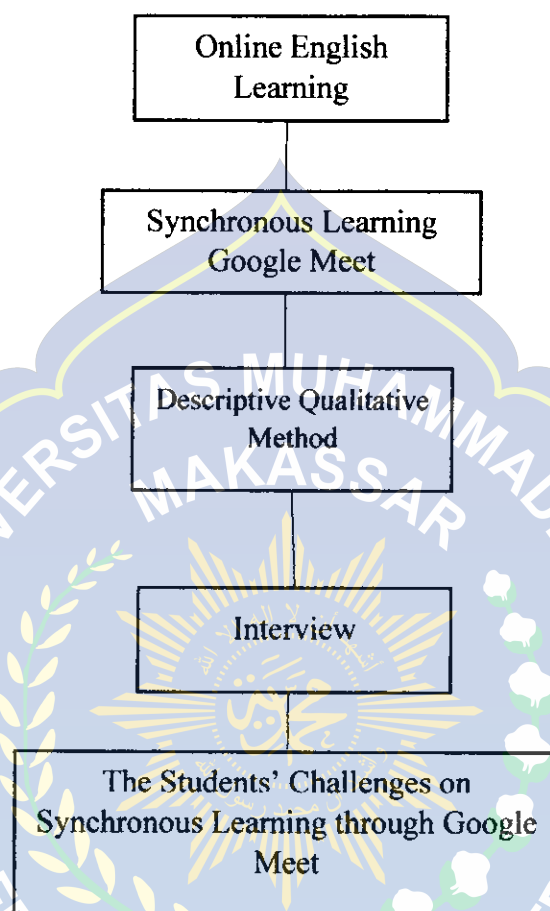
Figure 2.1 Conceptual Framework

Based on the conceptual framework above, the researcher wanted to find out how the students' challenges in synchronous learning to online English synchronous learning through Google Meet at the eighth-grade students of SMPN 1 Bontonompo. So, this framework presents the way the researcher used the researcher to conduct a descriptive qualitative method in collecting data based on an interview. Hopefully, the researcher can know the challenges of students through synchronous learning after conducting the conceptual framework above.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a descriptive qualitative method. A descriptive qualitative research method was used to examine question that best verbally describe how participant in a study perceive and interpret various aspects of their environment. Descriptive qualitative research refers to process-oriented methods used to understand, interpret, describe, and develop theories about phenomenon or setting.

In this research, the researcher aimed to describe or investigate the challenges students face during synchronous English language learning through Google Meet. It went along with the research objective to find out the students' challenges in synchronous learning through Google Meet.

B. Participant of the Study

This research applied a purposive sampling technique. This technique determined the participant based on certain considerations because the sample was classified as being involved in the process of activity studied by researcher. So, the sample size was 10 students.

C. Instrument of Data Collection

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 structured 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.

D. Procedure of Data Collection

The data of the research collected through interview. The procedure of collect the data in this research describe below;

a. The researcher got permission from the teacher first in order to join the class.

b. The researcher was set the time of interview and given the information to the subjects about the contents of the interview as it related to the research.

c. The researcher was collecting the data by using a guide interview.

d. The researcher prepared a list of questions to give the students, and then the conducted an interview with them.

e. After conducting interview, the researcher was taking the evidence in form of documentation and audio recorder.

E. Technique of Data Analysis

Gay et al. (2012) divided that there are three steps in analyzing the data in qualitative method namely data reduction, data display, and data verification. Steps in data collection are as follows:

1. Data Reduction

The findings that have been obtained are the analyzed, the researcher determines the important items. Then summarize the research data and all data are grouped so that a picture is obtained that is in accordance with the condition in the field. In reducing data, 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.

2. Data Display

After the data is reduced, the next step is to display the data. The presentation of this data can be done in the form of table. The data is structure so that it is easy to understand. 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.

3. Data Verification

The data obtained is the result of various previous processes. Result that were previously unclear are now clearly, visible and yielding new findings that had never existed before. 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.
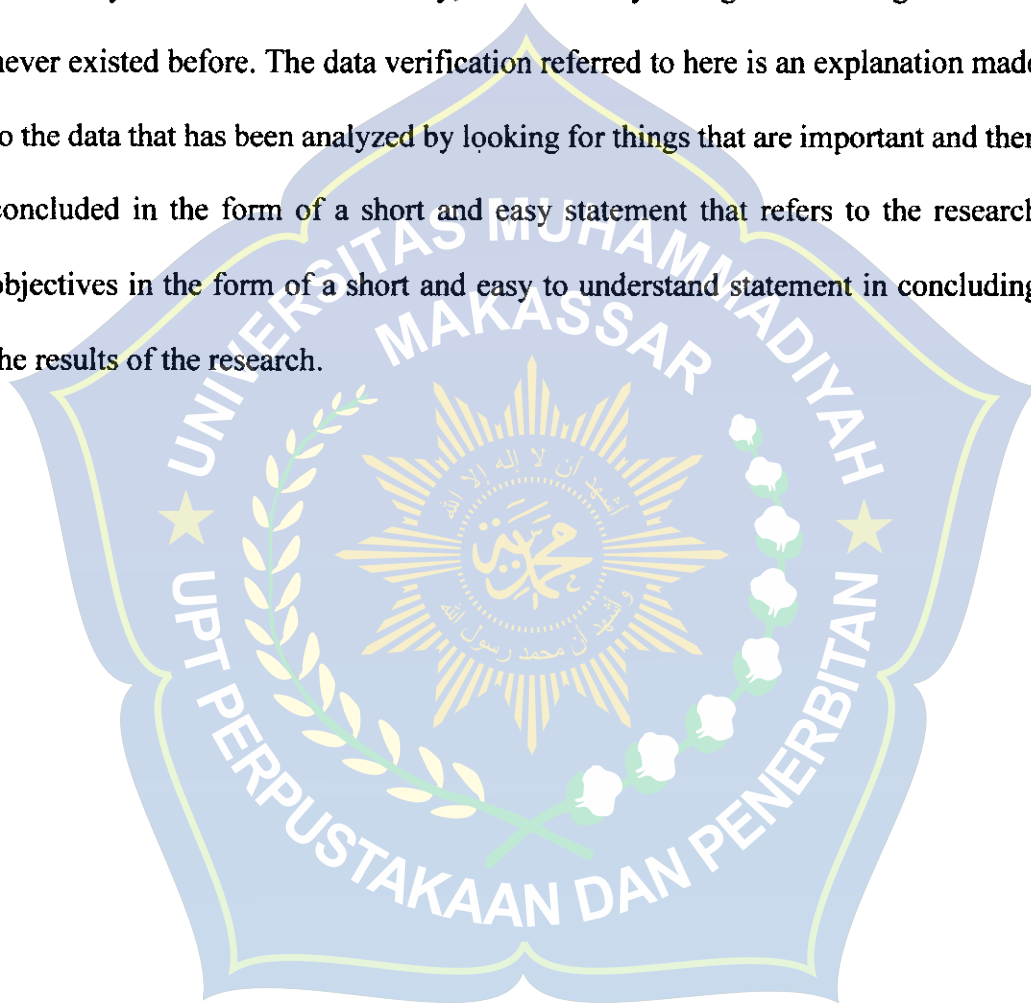
CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the research are presented. This chapter was divided into two main sections; the findings and the discussion of the research. The findings presented the results of the analysis of data collected through interviews. The discussion related to the interpretation of the findings in the research.

A. Findings

Students' challenges on the synchronous learning through Google Meet

The findings consist of data obtained through a list of recordings used in structured interviews about students' challenges in online synchronous English learning through Google meet. The interview stage was conducted with 10 questions but of the 10 questions only a few questions were related to the research case.

In the data display, the researcher only selected some data related to the research, after being reviewed and developed based on the phenomena and experiences of the researchers, it showed that students thought that there were several challenges for students on online synchronous English learning through Google Meet such as the challenges of Internet Access in students' environment, the challenges to use of the Google Meet Application by students, and the challenges of implementation online learning by students.

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

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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.

1. The challenges of internet access in students' environment

Researcher : What are the challenges of the synchronous method through the Google Meet platform in English online learning?

Student 1 : The challenges are the *internet network, the high price of internet data cards,* a lot of disturbances at home making it difficult to understand the material.

Student 2 : The challenge is that the *signal is sometimes good, sometimes bad.*

Student 3 : The challenge is being on the network, because sometimes *networks are good and sometimes bad.*

Student 4 : She *don't have cellphone/laptop, bad network, and no quota.*

Student 5 : The challenge was that I did not understand the material presented by the teacher well, because there were many disturbances during the learning process, such *as network errors, noise from friends joining in and many other distractions.*

Student 6 : Especially for English subjects, usually they do not understand the discussion, especially the difficult language and the teacher is concerned only brief explanation.

Student 7   : Regarding the challenges, it is necessary to get used to being more focused on the teacher who teaches. Then network problems, outdoors or indoors the network is not good, another factor is interference from friends at home.

Student 8   : *The network is not appropriate or the material delivered by the teacher is not understood.*

Student 9   : *Not a good network.*

Student 10   : *The connection is not good.*

Students' interview data stated that they had few challenges in terms of optimally accessing learning where network access was one of the challenges. Evidenced by student statements cited as evidence of findings.

2. The challenges to the use the Google Meet application by students

Researcher : Does using synchronous English learning through Google Meet to make you feel difficult during the learning process? Try to explain what difficulties you feel!

Student 1   : Yes, the learning method through *Google Meet makes it difficult for me during the learning process* because at first, the network is sometimes not good, it drains internet quota, and usually *the application suddenly exits.*

Student 2   : Yes, because when I was communicating with the teacher, *my phone suddenly turned off by itself because the app was too heavy.*

Student 3 : Yes, the difficulty I feel is that *it is difficult to understand how to use Google Meet* and *it is difficult to understand the material given by the teacher.*

Student 4 : Yes, I find it difficult because there are so many obstacles such as the *network is not good and I understand the learning process more directly than online using google meet.*

Student 5 : Yes, learning to use google meet makes it difficult for me because the network usually crashes so *I can't access google meet properly and also I can't hear what the teacher is explanation.*

Student 6 : I find it a *little more difficult because I don't understand the use of google meet and the difficulties I experience in learning English,* the most felt difficulty is an unstable network so sometimes I miss the discussion explained by the teacher.

Student 7 : Regarding the difficulties, maybe if I personally feel the difficulties, the first is a lack of understanding or the slowness of capturing learning in English subjects, the second is about use in accessing the Google Meet application.

Student 8 : *I don't understand how to use the Google Meet application.*

Student 9 : Difficulty in using the application.

Student 10 : Difficulty logging in by scrolling google.

Student's interview data stated that they had difficulties in the learning process through Google Meet and it was difficult to accept the material provided by the teacher, sometimes they missed the discussion explained by the teacher. Evidenced by student statements cited as evidence of findings.

3. The challenges of implementation online learning

Researcher : Did you receive the material presented by the teacher well when through the Google Meet application in synchronous learning? Why?

Student 1 : No, because *I am not focused when using the application in online learning.*

Student 2 : No, because *they do not understand the material presented.*

Student 3 : No, because it is usually constrained by the network and the teacher's voice is sometimes heard and sometimes not heard, *that's why usually the material delivered by the teacher is not well received.*

Student 4 : *I don't understand* because it's usually limited in the learning process and there are other obstacles, such as *applications that suddenly exit.*

Student 5 : *I don't understand the material presented by the teacher through google meet* because I could not ask if there was material that was not understood because of the limited time.

Student 6 : Depending on the teacher who brings the material, sometimes there are teachers who are fun so we don't get bored and sometimes there are teachers who are boring.

Student 7   : I accept it well because we are learning and there must be knowledge received.

Student 8   : Sometimes I understand, sometimes I don't understand because I have network problems that don't support it or it's intermittent, so *I don't understand what the teacher said.*

Student 9   : Do not understand because the network is not good.

Student 10 : No because it is usually constrained by a lot of annoying.

Student interview data stated that they experienced not focusing on the implementation of online learning in receiving lessons given by the teacher, sometimes constrained by application that suddenly come out. Evidence by student statements cited as evidence of findings.

B. Discussion

Students' challenges on the synchronous learning through Google Meet

The challenges was taken through the theory of Toynbee (2019) said that when the world of education is faced with the challenge of implementing distance learning, a minority group will think about responding (response) in the form of learning synchronous, asynchronous, e-learning, and various other. So, based on the definition of challenge from the theory of Toynbee (2019) as stated in the findings, in the discussion, the research results are arranged and presented in such a way that the research problem becomes a reference in the preparation and presentation. In the following, the researcher discusses answering research questions based on the results of interviews.

1. The challenges of Internet Access in students' environment

Laksana, (2021) said that the application of online learning was carried out massively during the COVID-19 pandemic. Its implementation certainly raises many new things, especially for areas with minimal internet access. For that, it is necessary to conduct a study of how students perceive online learning. The study was conducted to determine students' perceptions of implementing online learning during the COVID-19 pandemic in minimal internet access areas.

During the current COVID-19 pandemic, many students and teachers complain about network problems or internet signal problems that often interfere with activities during online learning. Therefore, it must be acknowledged that in this country, the internet network still needs to be improved and expanded in its reach. So, do not be surprised if there is a lot of news about students who cannot study because they do not have an internet network at home.

In addition, even though there is an internet network, students are often faced with the problems of unavailability of smartphones and laptops used for online learning. Iqbal & Sohail (2021) state that now education services must adapt to online learning, the challenges in implementing online learning are the lack of understanding of teachers and students in the use of technology and limited internet networks.

Furthermore even though there is an internet network, students was often faced with the problem of unavailability of smartphones and laptop used for online learning. Ouaddah et al., (2017) said, "The most common challenge in implementing this online learning is lack understanding of students in the use of

technology and limited internet network access. Even though this is the most important part of running this online learning system. This has become one of the major obstacles and challenges that must be faced, in this limitation the teaching and learning process with this online learning system is not optimal and the results are obtained was not as expected ".

Communication between students and teacher requires good internet access so that the online teaching and learning process runs well. Meanwhile, some students were not facilities properly due to poor signal coverage and problems with internet data packages, so they could not access the internet. After conducting interviews with students, all students stated that the first challenges was internet acccss.

Based on interview data, the challenges faced by students' are lack of networks, internet, or quotas are expensive, and some students do not have smartphones or laptops. Even though this is the most important part of running this online learning system, this is one of the limitations of the teaching and learning process with the online learning system, it is based on data obtained from interviews. This follows the Dube (2020) theory, where the challenges of online learning: unavailability of a network, shortage of devices for online learning, closure of internet cafes, lack of computer skills of some rural students, and expensive internet data.

2. The challenges to the use the Google Meet application by students

Hijazi & Alnatour (2021) online education is defined as a kind of distance education since all the instruction and assessments are executed using the internet.

Before applying such an approach, a key factor should be taken into consideration, which is how ready students are to be engaged in an online context. Changes in teaching media during the pandemic are very valuable to study. Because in general, teachers teach face-to-face in the classroom. Now, they have to take advantage of online learning as a medium for teaching English.

According Hastomo & Zulianti (2021) one of the most common application that are used in online learning is Google Meet. These applications have been widely applied in teaching online classrooms. One of the most common video conference applications that are used in online learning is Google Meet, can facilitate students in learning during the pandemic. Technology-based learning media is one that is used at this time and in the world of education technology also plays an important role.

Learning media has a very important role in the teaching and learning process. With the media, it is hoped that the teaching and learning process will be increasingly felt by the benefits. This is supported by Munir (2015) theory, namely the use of technology is one of the most important things in learning. The use of learning media is considered important because it helps the achievement of learning objectives. Therefore, the preparation of learning media is one of the teacher's responsibilities. Technology is used to facilitate learning about knowledge that demands visual presentation. Technology is used to visualize lessons that are difficult to explain in conventional ways. The delivery of materials is interactive and can facilitate learning because it is supported by various aspects such as sound, video, animation, text and graphics.

Based on the result of interview, students and teachers interact face to face online learning using the Google Meet platform as an online media in online learning. The Google Meet application is used as a media when explaining the material by the teacher when the place between the teacher and students to accept the material presented by the teacher. Students also feel that it is the first time they use the google meet application so they don't know how to use it well.

3. The challenges of implementation online learning

Online learning applied at SMPN 1 Bontonompo expressed difficulties and preferred to do offline classes. Students also stated that they could not directly get an understanding of the material given by the teacher. Jackson (2012) defined that online learning courses more closely resemble classroom-based courses because they require students to be in the same virtual classroom as the teacher at a specified time in order to receive instruction. Live interaction between the teacher and students occurs by using web cameras, microphones, and speakers or headset.

In addition, the material presented is not fully understood by students; students are confused in accepting the material presented by the teacher. Although the implementation of these learning activities is carried out using video calls, they are still not as effective as imagined. Not all students are present when the teaching and learning activities take place, suppose it is caused by an unsupportive network and it could also be because students feel bored with an ineffective learning system.

This theory is supported by Hakim (2020) that the obstacles to the implementation of teaching and learning are still channeled properly. Because

maybe by following online learning and following school rules and decisions, we learn that in the classroom with the teacher directly, nothing can be replaced.

Based on the result of the research, all students stated that they used internet applications as a media for delivering material and giving assignments in learning. However, students feel that online learning is a little inefficient and students understand this when learning English through Google Meet. Classes conducted online and offline were very different. Classroom can affect the teaching and learning process. Some students argue that the implementation of online learning does not provide understanding compared to face to face because some students do not understand the material presented by the teacher.
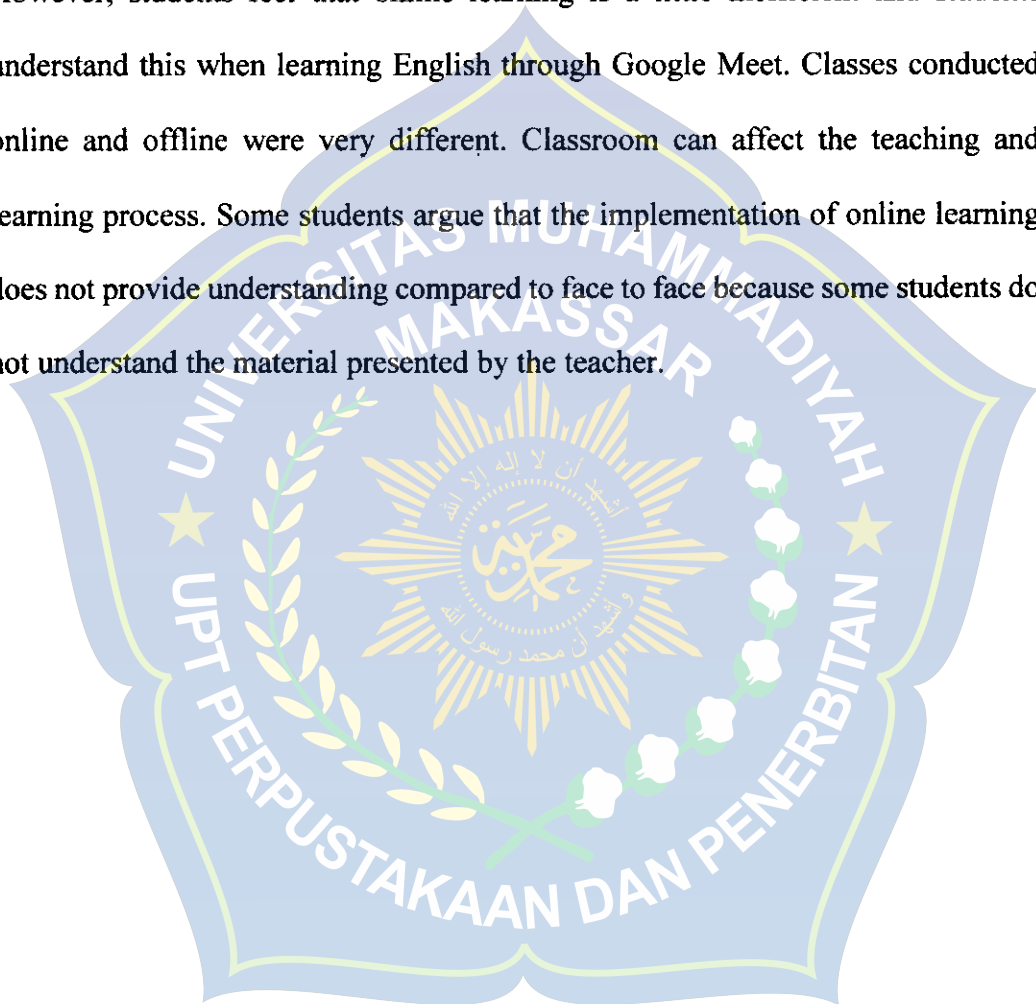
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part contains the conclusion from the research results, and the second part contains suggestions. The conclusion summarizes the finding of the discussion based on the research problem. This chapter presents conclusions and suggestions regarding research. Conclusion summarizes the findings of the discussion based on research problem. So, this summarizes the challenges in online English synchronous learning through Google Meet. Meanwhile, the suggestions contain recommendations of researchers based on research results to have a better result phenomenon from online students' challenges in online English synchronous learing through Google Meet.

A. Conclusion

Based on the findings that have been discussed in this research as follow:

Students' challenges in online English synchronous learning through Google Meet found the media used during online learning in the Google Meet. Students and teacher interact face-to face online using this platform. Then, the challenges faced by students in online learning through Google Meet are the unavailability of signal/network in areas, internet is expensive, and students do not have smartphones/laptops. Apart from these problems, many students do not have smartphones/laptops because the average student's parents have a low economy. In addition, as a result of this online learning process, many students do not understand the material presented. Where some students who do not have a signal

of difficulty understanding the material during the learning provided by the teacher.

The English students' challenges of online through Google Meet. Based on interview data, the solution for English students to face the challenges of online learning through Google Meet is to keep trying their best by following online learning and following the rules and decisions of their respective schools. Because with this epidemic, it teaches us that studying in the classroom with the teacher directly cannot be replaced by anything. Because in my opinion, no matter how effective the teaching and learning process in the classroom is, it is the best; Subject matter can be delivered directly, if there are students who do not understand they can directly ask the teacher concerned so that students' understanding can be known based on their scores, if they show good results, students are considered to have understood the material.

B. Suggestion

After analyzing the data gained from the interview, the researcher would like to present some suggestion. They were as follows:

1. Suggestion for students

   It is recommended for students to be motivated to be enthusiastic about learning and easily understand the learning materials delivered by teachers in learning during the COVID-19 pandemic, so that they know the challenges and solutions in terms of online learning, especially in through Google Meet, so that the teaching and learning process in English can run well.

2. Suggestions for teachers

   Currently, as a teacher, it is very important to master and use strategies appropriately. In addition, during the COVID-19 pandemic, learning is carried out online.

3. Suggestion for future researchers

   Hopefully, the result of this research can be a reference for other researcher who do not further research on the challenges in online learning through Google Meet. In addition, it can also be an alternative source for further researcher to get better and more accurate results.

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APPENDICES

Research Question Interview:

1. What is your understanding about online learning?

   (Bagaimana pemahaman anda mengenai pembelajaran online?)

2. Do you know well how to use the Google Meet application in online learning used by teachers? (Apakah anda mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?)

3. Do you feel prefer with this synchronous learning through Google Meet in online learning or face to face learning directly with the teacher? (Apakah Anda merasa senang dengan metode sinkron ini menggunakan google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?)

   Does using synchronous English learning through google meet to make you feel difficult during the learning process? Try to explain what difficulties you feel! (Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan!)

4. How to push yourself to be more interested in participating in online learning using Google Meet?

   (Bagaimana cara mendorang diri anda agar lebih tertarik dalam mengikuti pembelajaran online dalam menggunakan Google Meet?)

5. What are the obstacle that you feel or face while using synchronous English learning through Google Meet?

   (Apa kendala yang Anda rasakan atau hadapi saat menggunakan metode sinkron melalui Google Meet untuk belajar bahasa Inggris?)

6. What are the challenges of synchronous method the hrough Google Meet platform in English online learning?

   (Apa saja tantangan metode synchronous melalui platform Google Meet dalam pembelajaran online bahasa Inggris?)

7. Did you receive the material presented by the teacher well when through the Google Meet application in synchronous learning? Try to explain?

(Apakah Anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan aplikasi Google Meet dalam pembelajaran synchronous? Mengapa?)

8. What new things did you learn from implementing synchronous English learning through google meet?

(Hal baru apa yang Anda pelajari dari penerapan pembelajaran bahasa Inggris sinkron melalui google meet?)

9. Can online learning increase knowledge during learning? Try to explain!

(Apakah pembelajaran online dapat menambah pengetahuan selama pembelajaran? Coba jelaskan! dan apa solusi Anda untuk pembelajaran online di masa mendatang?)

(Adopted from (Hasnidar (2020))

TRANSCRIPT INTERVIEW

R: Researcher

S1: Students 1(Nurfadilah Ridwan)

R: Assalamualaikum, perkenalkan saya Nurul Afiah Suaib dari Universitas Muhammadiyah Makassar. Begini mohon maaf sebelumnya mengganggu proses belajar adik, tadi saya sudah minta izin sama gurunya untuk interview mengenai judul saya tentang tantangan siswa dalam pembelajaran synchronous Bahasa inggris online melalui Google Meet.

Saya jelaskan dulu pembelajaran synchronous itu pembelajaran yang dilakukan secara real-time dimana guru dan siswa melakukan pembelajaran secara langsung dengan melalui google meet atau zoom. (I first explained that synchronous learning is learning that is carried out in real-time where teachers and students learn directly through Google Meet or Zoom).

R: Bagaimana pendapat anda mengenai pembelajaran online?

S1: Eee pemahaman saya terkait pembelajarn online adalah suatu pembelajaran dengan aplikasi salah satunya google meet pembelajaran online dilakukan tanpa melakukan tatap mjuka secara langsung.

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S1: Saya tidak terlalu mengenali penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru.

R: Apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S1: Saya lebih suka jika pembelajaran tatap muka langsung dengan guru dibandingkan pembelajaran online yang menggunakan aplikasi salah satunya google meet.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S1: Ya, metode pembelajaran melalui google meet mebuat saya merasa kesulitan selama proses pembelejaran karena karena yang pertema jaringan kadang-kadang eror, kedua kuota terkuras banyak dan biasa aplikasi juga eror tiba-tiba.

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S1: Ketika saya mengikuti pembelajaran online dalam menggunakan google meet, membagikan kuota internet dan mengadakan games disela-sela pembelajaran.

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S1: kendalanya biasanya guru tidak mengajar sesuai jadwal dan juga tugas lebih banyak mmenyimpan kapasitas di HP yang tidak mencukupi Karena harus mendownload aplikasi.

R: Oke, mmm.. kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S1: tantanganya kak itu jaringan internet, harga kuota yang mahal, banyak gangguan dirumah sehingga sulit memahami materi.?)

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S1: tidak karena saya tidak terlalu focus saat menggunakan aplikasi dalam pembelajaran online.

R: Terus apa ahal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S1: setelah belajar melalui google meet dalam pembelajarn Bahasa inggris saya mendapatkan sedikit ilmu tentang teknologi juga suasana belajar yang baru.

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S1: Menurut saya bisa menambah pengetahuan salah satunya belajar menggunakan aplikasi google meet kita bisa mengetahui penggunaan teknologi dengan metode belajar dirumah. Tetapi Pembelajaran online

kurang memberikan pemahaman dibandingkan tatap muka karena biasanya kita sebagai kurang paham apalagi dengan mata pelajaran bahasa inggris. Eee solusinya guru harus lebih asyik dalam melakukan proses mengajar agar siswa tidak bosan dan pastikan jaringan guru harus baik.

R: Oke terimakasih atas waktunya dek.

R: Researcher

S2: Students 2 (Nur Istiqomah)

R: Sebelumnya perkenalkan dulu namanya siapa?

S2: Perkenalkan nama saya Nur istiqomah

R: Bagaimana pendapat anda mengenai pembelajaran online?

S2: Menurut pemahaman saya tentang pembelajaran online yaitu memaksimalkan teknologi dalam menyampaikan pembelajaran.

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S2: terkait dengan aplikasi google meet insyallah kami mengenali aplikasi tersebut karena kami pernah melalukan proses pembelajaran menggunakan aplikasi google meet tersebut dimasa pandemic, Selain itu ada berbagai fitur didalam apliaksi google meet seperti berkomunikasi dengan guru melalui video.

R: Eee apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S2: Saya lebih senang belajar melalui tatap muka karena guru bisa menjelaskan dengan jelas dan lebih detail daripada pembelajaran online dan juga bisa bertemu dengan teman-teman saya, karena proses pembelajaran online ini kita terganggu pada sinyal dan kesulitan kuota.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S2: Iya, karena pada saat saya melakukan komunikasi dengan guru hp saya tiba-tiba keluar dengan sendiri.

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S2: Saya lebih mendegarkan bagaimaana guru menjelaskan kak.

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S2: Kendala yang terjadi pada saat saya belajar Bahasa inggir menggunakan google meet adalah terkendala oleh signal.

R: Oke, mmm.. kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S2: Tantangannya itu oleh sinyal kadang baik kadang buruk.

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S2: Baik-baik saja.

R: Terus apa ahal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S2: ada berbagai fitur didalmnya seperti berkomunikasi dengan guru melalui video.

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S2: Pembelajaran online bagi para siswa sedikit tidak efektif. Karena ada beebrapa siswa yang tidak dapat menangkap materi yang dijelaskan oleh guru sehingga pada saat diberikan tugas mereka tidak mampu untuk mngerjakan kadang terganggu oleh ajringan sehingga sulit untuk mengikuti pembelajaran online.

R: Oke, terimakasih atas waktunya.

R: Researcher

S3: Students 3 (Salmawati)

R: Eee oke sebelumnya perkenalkan namanya siapa?

S3: Nama saya Salmawati kak.

R: Bagaimana pendapat anda mengenai pembelajaran online?

S3: Saya tidak mengenali dengan baik cara penggunaan aplikasi google meet karena belajar tatap muka lebih efisien dan dengan belajar tatap muka saya lebih berkonsentrasi.

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S3: Pendapat saya mengenai pembelajaran daring ini adalah sulit dalam memahami materi-materi yang baru saya pelajari. Eee dalam pembelajaran daring ini salah satunya yaitu tadi, tidak paham akan mengenai pembelajaran daring ini.

R: Apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S3: Saya tidak mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online ini. Karena ini baru pertamasa kalinya saya menggunakan aplikasi tersebut.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S3: Iya kesulitan ee yang saya rasakan yaitu sulit untuk mengerti cara menggunakan gogole meet dan sulit untuk mengerti materi yg diberikan oleh guru.

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S3: saya lebih merasa senang belajar secara tatap muka dibandingkan menggunakan google meet dalam pembelajaran online ini, karena ini baru pertama kalinya saya gunakan aplikasi tersebut.

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S3: kendala yang saya hadapi yaitu terkendalanya jaringan dimana sebagian besar dirumah saya semua provider kartu memiliki jaringan yg kurang bagus. Selain itu saya merasa terganggu.

R: Oke, mmm.. kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S3: Tantangannya yaitu berada dijaringan, karena kadang-kadang jaringan ada yang bagus da nada yang buruk.

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S3: Tidak, karena biasanya terkendala oleh jaringan dan juga suara guru kadang terdengar kadang juga tidak terdengar, itulah mengapa biasanya materi yang disampaikan oleh guru tidak diterima dengan baik.

R: Terus apa ahal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S3: Hal baru yang saya pelajari penerapan pembelajaran melalui goodigital yang dapat digunakan untuk menulis dan menjelaskan hal tertentu.

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S3: saya rasa tidak karena menuurt saya pembelejaran online dapat menambah pengetahuan meskipun tidak semua materi yang diberikan dapat dipahami.

R: Oke, terimakasih atas waktunya.

R: Researcher

S4: Students 4 (Nur Riska)

R: Sebelumnya perkenalkan namanya siapa?

S4: Nama saya Nur Riska

R: Bagaimana pendapat anda mengenai pembelajaran online?

S4: Pemehaman saya tentang belajar online adalah suatu proses belajar mengajar yang dilakukan dalam daring tanpa bertemu secra langsung.

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S4: saya tidak terlalu paham cara menggunakan aplikasi google meet ketika proses belajar mengajar berlangsung.

R: Apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S4: saya lebih merasa senang ketika belajar dengan secara langsung dibanding proses belajar online.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S4: ya.. saya merasa kesulitan karena begitu banyak hambatan/ kendala seperti jaringan yang kurang baik dan saya lebih faham melakukan proses belajar secara langsung/ tatap muka.

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S4: Dengan cara mengikuti semua dari awal sampai selsai pertemuan dan menghindari sesuatu yang dapat mengganggu proses belajar.

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S4: yaitu tidak adanya hp/laptop, jaringan yang jellek, dan tidak adanya kuota.

R: Oke, mmm.. kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S4: Biasanya kita sebagai siswa kurang paham aplikasi dengan mata pelajaran Bahasa inggris, dengan proses belajar online karena kebanyakan siswa lebih paham beljar Bahasa inggris secara langsung dari pada online.

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S4: saya kurang mengerti karena biasanya kita terbatas dalm proses belajar dan adanya kendala lain.

R: Terus apa hal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S4: Menurut saya lebih senang belajar tatap muka dibandingkan menggunakan aplikasi Google Meet dalam pembelajaran tetapi dalam pembelajaran melalui google meet saya mengetahui bahwa google meet adalah salah satu fitur media pembelajaran yang didalamnya memiliki fitur papan tulis digital yang dapat digunakan untuk menulis atau menjalskan hal tertentu.

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S4: pembelajaran online kurang memberikan pemahaman dibanding tatap muka solusinya adalah guru ahrus lebih asyik dalam melakukan proses mengajar agar siswa tidak bosan dan pastikan jaringan guru harus baik shingga proses belajar mengajar dapat berjalan dengan baik.

R: Oke, terimakasih atas waktunya.

R: Researcher

S5: Students 5 (Nurfadilah)

R: Sebelumnya bisa perkenlakan dulu namanya siapa?

S5: Nama saya Nurfadilah

R: Bagaimana pendapat anda mengenai pembelajaran online?

S5: Pembelajaran online merupakan pembelajarn yang bisa dilakukan dimana saja dan kapan saja dengan menggunakan hp atau laptop.

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S5: saya kurang mengerti dengan penggunaan aplikasi googke meet.

R: Apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S5: saya merasa senang dengan pembelajaran tatap muka langsung dengan guru karena saya lebih mengerti apabila dijelaskan secara langsung oleh guru.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S5: Iya kak pembelajaran menggunakan google meet ini membuat saya kesulitan karena jaringan yang biasanya eror sehingga saya tidak bisa mengakses google

meet dengan baik dan juga sayatidak bisa mendengar apa yang dijelaskan oleh guru.

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S5: Caranya dengan menyimak penjelasan guru dengan baik dari awal sampai akhir dan tidak melakukan kegiatan lain saatv proses pembelajaran berlangsung.

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S5: Kendala yang dihadapi seperti penggunaan kuota yang boros serta jarinagn yang jelek.

R: Kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S5: Tantangannya yaitu saya tidak memahami dengan baik materi yang disampaikan guru, karena ada banyak sekali gangguan selama proses pembelajaran berlangsung seperti jaringan yang eror, suara berisik dari teman-teman yang join dan banyak lagi gangguan.

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S5: saya kurang mengerti materi yang disampaikan guru melalui google meet karena tdiak bisa bertanya apabila ada materi yang kurang dimenegrti karena waktu yang terbatas.

R: Terus apa ahal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S5: Hal baru yang saya dapat yaitu bisa belajar emngguankan teknologi dengan baik.

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S5: Menurut saya pembelajran online dapat menambah pengetahuan meskipun tidak sepenuhnya materi yang diberikan dipahami.

R: Oke, terimakasih atas waktunya.

R: Researcher

S6: Students 6 (Nur Suci Medina)

R: Sebelumnya perkenlkan namanya siapa?

S6: Nama saya Nur suci Medina

R: Oke, pettanyaan pertama bagaimana pendapat anda mengenai pembelajaran online?

S6: Saya merasa pembelajaran seperti ini kurang efektif terlebih jika jaringan tidak mendukung dan juga bagi siswa lain yang tidak punya hp.

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S6: Waktu pertama menggunakan google meet, saya tidak paham bagaimana penggunaannya.

R: Apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S6: Saya lebih senang belajar langsung dengan guru karena jika ada yang saya tidqk pahami bisa bertanya langsung.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S6: Saya merasa sedikit lebih kesulitan karena kurang paham penggunaan google meet dan kesulitan yang saya alami dalam belajar bahasa inggris, kesulitan yang paling dirasakan itu jaringan yang tidak stabil sehingga terkadang ketinggalan pembahasan yang dijelaskan oleh guru.

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S6: Saya ingin belajar mendengarkan lagu agar tidak bosan atau makan cemilan.

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S6: Biasanya kuota yang cepat habis dan penyimpanan yang penuh.

R: Oke, mmm.. kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S6: Terkhusus untuk mapel bahasa inggris, biasanya kurang mengerti dengan pembahasan terlbih bahasanya yang sulit dan juga guru bersangkutan hanya sebentar menjelaskan.

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S6: Tergantung guru yang membawakan materi terkadang ada guru yang asyik sehingga kita tidak bosan dan juga terkadang ada guru yang membosankan.

R: Terus apa ahal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S6: Pengalamannya guru belajar cara menggunakan aplikasi google meet untuk belajar online.

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S6: Sebenarnya pengetahuan yang diketahui pada belajar online bukan pada saat melakukan pembelajaran lewat gogle meet tapi kita hurus mencari tahu lagi mengenai pembelajaran tersebut, di youtube dan goigle agar lebih dipahami.

R: Oke, terimakasih atas waktunya.

R: Researcher

S7: Students 7 (Sulva Aviva)

R: Namanya siapa?

S7: Sulva Aviava

R: Bagaimana pendapat anda mengenai pembelajaran online?

S7: Belajar online adalah pembelajaran yang dilakukan dimana didalamnya ada proses belajar memgajar antara guru dan siswa yang dilakukan secara online dimana dapat memggunakan via wa atau google meet.

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S7: Alhamdulillah sejauh ini saya sudah mengetahui cara penggunaan google meet.

R: Apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S7: Kalau saya pribadi lebih menyukai pembelajran tatap muka secara langsung.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S7: Soal kesulitan mungkin kalau saya pribadi kesulitan yang saya rasakan ya.. pertama soal kurangnnya pemhaman atau lambatnya menangkap pembelajaran terhadap mapel tersebut kedua soal jaringan mengakses google meet.

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S7: Kesadaran dan kenyaman.

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S7: kendalanya mungkin semua siswa pernah merasakan ini yaitu pertama koneksinya kedua login masuknya dalam mengkases google meet.

R: Oke, mmm.. kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S7: Soal tantangan sendiri yaitu harus membiasakan untuk lebih fokus ke guru yang mengajar walaupun diluar kamar atau ruangan jaringan sedang tidak mendukung faktor lainnya yaitu adanya gangguan dari sodara dirumah.

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S7: saya menerima dengan baik yah namanya juga belajar pasti ada ilmu yang diterima.

R: Terus apa ahal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S7: Menurut saya sejauh ini saya sduah mengetahui cara penggunaan Google Meet dari pembelajaran online melalui google meet pertama saya lebih tau cara

mengakses google meet dengan baik. Kedua proses belajar yang baru yang biasanya dulu secara langsung hanya siswa, guru, dan papan tulis sekarang kalau online guru,siswa, dan aplikasi yang banyak.

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S7: Yahh kalau saya dapat menambah tapi tidqk dipungkuri ada beberapa materi yang mungkin saya tidak ketahui.

R: Oke, terimakasih atas waktunya.

R: Researcher

S8: Students 8 (Nur Wariska Adi)

R: Bagaimana pendapat anda mengenai pembelajaran online?

S8: kurang baik

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S8: Iya

R: Apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S8: Pembelajaran tatap muka langsung dengan guru.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S8: Saya tidak mengerti cara menggunakan aplikasi Google Meet.

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S8: Dengan cara scroll google jikalau kita tidak bisa menjawab pertanyaan.

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S8: Terhambatnya oleh jaringan.

R: Oke, mmm.. kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S8: jaringan kurang tepat atau materi yang disampaikan oleh guru kurang dimenegrti.

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S8: kadang dimengerti kadang tidak karena jikalau tidak alasan saya ada kendala jaringan yang tidak mendukunh terputus2 jadi sebagian kalimat penyampaian yg disampaiakn guru kurang saya dengar.

R: Terus apa hal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S8: dapat mandiri karena tidak bersamdingan dengan guru.

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S8: Ya karena dapat mengenal dan mengiasai aplikasi google meet.

R: Oke, terimakasih atas waktunya.

R: Researcher

S9: Students 9 (Alisyah aulia)

R: Bagaimana pendapat anda mengenai pembelajaran online?

S9: Kurang baik

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S9: Ya

R: Apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S9: Pembelajaran tatap muka langsung dengan guru.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S9: Kesulitan dalam menggunakan aplikasi.

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S9: Bisa mendapatkan bantuan dari google.

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S9: jaringan kurang tepat.

R: Oke, mmm.. kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S9: Terhambat oleh jaringan atau kurang jelas.

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S9: Kurang baik karena terhambat oleh jaringan

R: Terus apa ahal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S9: Bisa dapat beljara sendiri tanpa bimbingan dari guru

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S9: Ya karena bisa mendaoatkan bantuan dari google

R: Oke, terimakasih atas waktunya.

R: Researcher

S10: Students 10 (Salwa Runa Zulha)

R: Perkenalkan namanya siapa?

S10: Nama saya Salwa Runa Zulha

R: Oke, bagaimana pendapat anda mengenai pembelajaran online?

S10: kurang baik

R: Apakah adek mengenali dengan baik cara penggunaan aplikasi google meet dalam pembelajaran online yang digunakan oleh guru?

S10:Iya

R: Apakah anda merasa senang dengan pembelajaran synchronous menggunakan aplikasi Google Meet dalam pembelajaran online atau pembelajaran tatap muka langsung dengan guru?

S10: Pembelajran tatap muka langsung kadang kurang baik.

R: Apakah menggunakan pembelajaran melalui Google Meet membuat anda merasa kesulitan selama proses pembelajaran? Mungkin bisa dijelaskan kesulitan yang dirasakan.

S10: Dengan cara scroll google

R: Terus bagaimana cara anda mendorong diri anda agar lebih tertarik dalam mengikuti pembelajaran online dengan melalui Google Meet?

S10: Masalah jaringan kurang tepat kurang mengerti materi

R: Kemudian dari kendala yang dirasakan saat menggunakan metode synchronous melalui Google dalam pembelajaran Bahasa inggris?

S10: Baik

R: Oke, mmm.. kalau tantangan mengenai pembelajaran synchronous melalui google meet ini?

S10: jaringan kurang bagus

R: Apakah anda menerima materi yang disampaikan oleh guru dengan baik saat menggunakan apliaksi Google Meet pembelajaran synchronous, mengapa coba dijelaskan?

S: Tidak karena biasanya terkendala dengan banyak yang mengganggu.

R: Terus apa ahal yang baru dipelajari dari penerapan pembelajaran bahsa inggris bermetode synchronous melalui gogole meet?

S10: Belajar sendiri tanoa ada bimbingan.

R: Apakah selama pembelajaran online dengan menggunakan pembelajaran synchronous menggunakan google meet menambah pengetahuan?

S10: Bertambah pengetahuan.

R: Oke, terimakasih atas waktunya.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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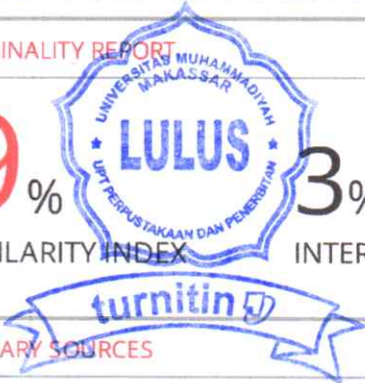
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بسم الله الرحمن الرحيم

Nomor : 5299/05/C.4-VIII/XII/43/2021

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

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20 December 2021 M

Kepada Yth.

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel

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Nama : **NURUL AFIAH SUAIB**

No. Stambuk : **10535 1112017**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"Students' Challenges on Online Synchronous Learning Through Google Meet"**

Yang akan dilaksanakan dari tanggal 22 Desember 2021 s/d 22 Februari 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

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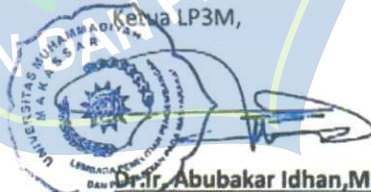
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Nama Mahasiswa   : **Nurul Afiah Suaib**

NIM   : **105351112017**

Judul Penelitian   : *Students' Challenges on Online Synchronous Learning Through Google Meet*

Tanggal Ujian Proposal : **04 Desember 2021**

Tempat/Lokasi Penelitian : **SMPN 1 Bontonompo**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	03/01/2022	Membawa surat izin penelitian	Ridwan, S.Pd., MM	
2	04/01/2022	Bertemu dengan guru kelas	Mardiati, S.Pd	
3	06/01/2022	Interview Siswa 1 (serta dokumentasi)	Mardiati, S.Pd	
4	13/01/2022	Interview Siswa 2 (serta dokumentasi)	Mardiati, S.Pd	
5	17/01/2022	Pengambilan surat telah Melaksanakan penelitian	Ridwan, S.Pd., M.M	
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9				
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Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Bontonmpo Kabupaten Gowa, berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan nomor: 5299/05/C.4-VIII/XII/40/2021 tanggal 21 Desember 2021 menerangkan bahwa:

N a m a	:	Nurul Afiah Suaib
No. Stambuk	:	105351112017
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan
Universitas	:	Universitas Muhammadiyah Makassar

Yang tersebut diatas adalah **BENAR** telah mengadakan penelitian pada SMP Negeri 1 Bontonompo Kab.Gowa dari tanggal 22 Desember 2021 s/d 22 Februari 2022 dalam rangka penyusunan skripsi yang berjudul :

"Students' Challenges on Online Synchronous Learning through Google Meet"

Demikian surat keterangan ini, kami berikan untuk dipergunakan seperlunya.

Mengetahui Kepala Sekolah
Bontonompo, 17 Januari 2022

Ridwan, S.Pd.,MM
NIP. 19681122199203101012

بســـم اللّٰه الرحمن الرحيـم

LETTER OF ACCEPTANCE
0484/BG-FKIP/LOA/B/IV/1443/2022

Dear NURUL AFIAH SUAIB

It is our pleasure to inform you that, after reviewing your paper:
STUDENTS' CHALLENGES IN ONLINE ENGLISH SYNCHRONOUS
LEARNING THROUGH GOOGLE MEET
The manuscript ID: 23
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
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has been **ACCEPTED** to publish with **Journal of Computer Interaction in Education**, ISSN (paper) *2656-5218* ISSN (online) *2622-2418*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jcie@bg.unismuhmakassar.ac.id*

Makassar, 27 April 2022 M
26 Ramadhan 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

DOCUMENTATION

1. Bertemu dengan guru kelas pada hari senin tanggal 4 januari 2022

2. Interview dengan siswa pada tanggal 6 januari 2022

3. Interview dengan siswa pada tanggal 13 januari 2022

4. Foto bersama dengan siswa SMPN 1 Bontonompo

CURRICULUM VITAE

Nurul Afiah Suiab is a student of the English Department at the Muhammadiyah University of Makassar. She was born on January 18th, 2000 in Manjalling. She is the second child of Suaib Usman and Kusnaeny Kadar. She has 2 sisters Nurul Fitriani Suaib and Nurul Mufidah Suaib.

In 2004, she started attending Kindergarten at Aisyiyah Bustanul Athfal, in 2005 she education as an elementary school students at SD Inpres Tala'borong and graduated in 2011. In the same year she registerd as a student SMP Negeri 1 Bajeng Barat and graduate in 2014. Then, she continued her education at SMAN 1 Bajeng and graduate in 2017. Furthermore, the researcher decided to continue his study at English Department of Muhammadiyah University of Makassar. She was able to complete her thesis in 2022 with the title "The Students' Challanges in Online English Syncronous learning through Google Meet".