# English Students' Perception Towards Using Google Meet as Online Learning Platform in Teaching Vocabulary

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**Abstract**

The purpose of this research was to find out the students' perception on the use of Google Meet platform in teaching vocabulary when online learning was implemented. This research was qualitative research with case study approach. The subject of this research was the students of Second Semester of English Education Study Program in IAIDA Lampung which consists of 20 students. The participants were selected by purposive sampling. Instruments used were questionnaire and interview. The data were analysed statistically through IBM SPSS Statistics 25.0. The researcher found that most of students have positive perception on the use of Google Meet in teaching vocabulary. The result of questionnaire showed that 80% students agree that learning vocabulary through Google Meet is interesting and motivating them to learn, despite of the internet connection problem. Interview data also affirms this finding that Google Meet can help the students to understand the material because of the easy features that available in Google Meet. The study may imply that the use of Google Meet in teaching vocabulary is interesting and recommended.

**Keywords:** *Students' perception, Google Meet, online learning, teaching vocabulary*

## A. Introduction

Considering English is regarded as a significant international language. Responding previous statement, students have more opportunities to pay attention to and become interested in the language (Takač, 2008). The capability to use vocabulary is vital for competency in English as second language (Polakova & Klimova, 2022). Vocabulary knowledge is a crucial aspect in teaching and learning employed as a foreign language for non-native learners, such as Indonesian. Since learning is being transformed to an online environment that employs four basic pedagogies (listening, writing, reading

and speaking), some students actually believe that learning new words is simple, contrastively, learning them effectively while using an online learning environment presented the challenge as follow; pedagogical dimension has imposed restrictions on the effort to enhance English language and vocabulary development during online because to the COVID-19 epidemic (I. Mantra, 2020).

Motivation to learn by utilizing technology can generally be divided into 2 parts (Adolphs et al., 2018). First, learners are very interested in technology, so they make it a medium for learning English. Second, learners who are interested in learning English then take advantage of existing technology as a support for the English learning process. However, of the two categories, the most important is the extent to which motivation in using technology can be supported and facilitated properly (Adolphs et al., 2018; Tanaka, 2017). Fostering learning motivation through cellular technology, there is a need to have autonomy, frequency, and automatic reporting of learning (Adolphs et al., 2018; Huang & Huang, 2015). Nowadays, bringing cellular technology into the classroom can improve student learning motivation (Adolphs et al., 2018; Hidayati & Diana, 2019).

Mastering a foreign language requires a reflective understanding of the vocabulary (Barcroft, 2004). If language learners have enough vocabulary, it helps them to master the 4 target language skills (Pourgharib & Rohani, 2013). Vocabulary can be defined into 3 main meanings: the number of words in composing language, all the words that someone knows or uses in a book, and a list of words and their meanings (Nation & Hunston, 2013). Vocabulary plays a vital role in language learning, especially in building reading, writing, speaking, and listening (Kamil & Hiebert, 2005; Nation & Hunston, 2013). Thus, vocabulary mastery is an important basis in measuring language proficiency in mastering foreign languages.

Vocabulary is part of language learning but is the main basis for a student to be able to make progress from each process and stage of language learning. The use of computer technology tools integrated into language learning cannot be ignored. If someone wants to learn a language with maximum stages, vocabulary is the basic stage that one must go through, and combining learning media by promoting computer-based technology is a definite choice for language learners in the technological era. Considering the writers' experiences and various existing literature, vocabulary is not a reference that is considered in assessing language skills. Many researchers have recognized that vocabulary learning is an important foreign language component (Barcroft, 2004; Nation & Hunston, 2013).

Most of the meanings in a language are revealed from words, so limited vocabulary is the biggest obstacle to effectively acquiring the target language (Krashen, 1989). Given the importance of lexical, vocabulary learning is currently receiving great attention in foreign language research and pedagogy. How learners learn vocabulary effectively and efficiently or be taught properly remains controversial (Susanto, 2017; Susanto et al., 2020). Learning vocabulary that relies on conventional learning in the classroom can be very difficult

instead of the potential of incidental learning with technology. In this case, the traditional teaching method that is still applied in some universities in Indonesia is to ask students to memorize a list of words or to explicitly provide paired translations equivalent to these words (Susanto, 2017; Susanto et al., 2020).

During four years latest, the teaching and learning process is not effective due to Covid-19 pandemic. It had given a very significant impact on the lives of the world community, especially in the field of education. In the implementation of online learning, there are many applications were used by the teachers and the students. One of them is the use of Google Meet platform, which is widely used as a learning media. This application has very popular in conducting social events including in educational context. Google Meet is mostly used in the process of online teaching and learning English.

Among these, Google Meet emerged as a popular choice due to its integration with Google Workspace, simplicity, and accessibility. However, the effectiveness of any learning platform also depends on students' perception and experiences. This study investigates the perception of English education students toward using Google Meet in teaching Vocabulary.

**Literature Review**
**Perception**

Every human in this world has a distinct perspective on something. The way of judging something is called perception. Perception is the process of recognizing and interpreting someone or something that includes the five senses; touch, sight, sound, smell, and taste. It is a subjective, active, and creative process through which we assign meaning to sensory information to understand ourselves and others. In line with this statement, Cherry (2003) has given a definition of perception as humans' sensory experience of the world and involves both the recognition of environmental and actions in the responses. It means that perception creates experience of the world and allows acting within the environment. Perception in this case is what sows up for someone. That is not so much a matter of what is happening inside on the experience, but how someone is achieving or failing to achieve access to what is going on around.

When learning English, students' perception is very important to support the learning process. Student's understanding can be understood as the student's ability to prove their point of view and distinguish it from the material presented by the teacher in the classroom. Students' knowledge of the teacher's subject knowledge, work attitude and teaching skills depend entirely on the knowledge taught to them by the assessed teacher and familiarity with them. Everyone is stimulated every day that affects different senses. Roberson and Davidoff (2000) state that perception is a fairly complex process that depends on an environment. During perception, knowledge about the world is combined with constructive experience and psychological abilities. It means that perception is the process of understanding the environmental situation.

From the explanation above, it can be concluded that perception is the way someone interpret the picture and understanding of what is felt. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained. In simple words, we can say that perception is the act of seeing what is there to be seen.

**Types of Perception**

There are two types of perception, positive perception and negative perception (Robbins, 2013). The difference between positive and negative perception will be explained as follows: Positive perceptions are human perceptions of things; with positive assessments or expectations of the objects they perceive. It means that positive perception is the way someone views or judges something positively. Someone who always sees things from the positive side will bring a lot of positive things to his/her daily life. Negative perception is the perception of an individual through a specific object or information with negative expected by the intended object or the opposite. It means that negative perception is someone's view about something that is antagonistic to everything they see. In general, someone with negative perceptions always sees something negatively and only from the bad side.

**Factors Affecting Perception**

Perception is the process in which an individual select, organizes, and interprets their sensory perceives in order to give meaning to their environment. Perception depends not only on the physical stimuli but also in the stimuli's relation to the surrounding field and the conditions within the individual. Hidayat et al. (2018) states that there are two factors that influenced a person perception as follows: Internal Factors and external factors. Internal factors are factors that are influenced by the individual himself, such as attitudes and personality, interests and motivation, desires or expectations, prejudice, physical condition, attention, the learning process. External factors are factors that are influenced by the surrounding environment such as information obtained, family background, knowledge and needs.

We can conclude from the previous explanation that perception is influenced by a number of aspects, including individual feeling, attention, personality, experience, object existence, situations, and sense. Thus, perception is a far more complex process in which a human selectively absorbs or assimilates stimuli in the environment, cognitively organizes the perceived information in a specific way, and interprets the information to make a judgment about what is going on in one's environment. When a person looks at a target and tries to interpret what he or she sees, the interpretation is greatly influenced by the perceiver's personal characteristics. A person's views, personality motivates interest, prior experiences, and expectations are all personal characteristics that influence perception.

**Process of Perception**

According to Qiong (2017), There are three stages of the perception process, as

follows:

1. Selection The first stage of perception process is selection. In this part, we focus our attention on certain incoming sensory information. In our daily lives, we are given constantly the variety of the information from our surroundings. At the moment, we encounter these stimuli words we hear, witness of an accident, ticking a clock, just to name a few. However, we can't see all of them information available to us. Therefore, the information that entered, it must be selected. It is understandable that in selection, we focus on the ones that stand out to our senses; sight, sound, smell, taste, and touch. We take information through all five senses, but our perceptual field includes so many stimuli that is impossible for our brains to process and make sense of it all. Hence, as information comes in through our senses, various factors influence what actually continues on through the perception process.

2. Organization is the second stage of perception process. In this section, we sort and categorize information what we perceive based on innate and learned cognitive patterns. After selecting the information that has entered from outside, it must be organized into a specific pattern. Human perception is structured as a result of the organizing process. Information always puts raw stimuli from the outside world into structured meaningful experiences. It shows that human perception is stable. After we choose a stimulus and assign it to a category, the stimulus becomes durable.

3. Interpretation the third stage of the perceptual process is interpretation. It refers to the process of interpreting the meaning of the selected stimulation. We interpret information in a way that makes sense using our existing information about the world after we have attended to a stimulus and our brain has received and organized the information. Interpretation simply means that we take the information that we have sensed and organized and turn it into something that we can categorize. After categorizing the information, a person will attempt to comprehend the structured and stable patterns by assigning meaning to them. The stimulus may be interpreted differently by various persons.

**Online Learning**

Online learning is a learning process that is electronic or online-based. Online learning plays a significant role in the world of education due to the Covid-19 pandemic. As a result, most of the teaching and learning process during the Covid-19 pandemic are carried out from home. Online learning is the way that instructions, content and material are delivered through internet fastly and easily. It is a distance learning which gives learners the opportunity to learn without their presence in the classroom. It can be said that online learning is the teaching and learning process which conducted by teacher and students by involving the important role of technology and internet network in its implementation.

Nuraziza, Oktaviani and Sari (2021) indicates that teachers are required to be professional in implementing technology in learning and teaching process. Their creative and innovative ideas become the key of successful learning in

using digital tools. The use of digital media in learning is expected to be able to enhance students' motivation in learning. To conduct the online teaching and learning with students is not easy as we think because the teacher needs to manage and guide the online class in the best way and how to make the students motivated to learn to sum up, online learning is the learning process between the teacher and the students by internet from the different places. Online learning depends on network and technology. It must use computer or mobile phone to connect each other.

Advantages of Online Learning According to Kumar (2015), there are four points of the advantages of online learning to the both side the teacher and also the students, they are convenience, less expensive, technology, and additional benefits. The first is about convenience. This is related to the learning location, time, and also the learning duration. In online learning the students will be more comfortable because they do not need to go to campus; they can learn from home or even from their bedroom. The students also will have the high quality of dialog, because the students have to be careful and have a good quality of thinking before responding or comment about the topic.

In online learning also there is no verbally expressing constraint, students can express their ability in writing rather than in verbally. The second is less expensive. During the online learning there is no travel cost to classroom. The students and the teacher also can do the other job while they are taking class. Therefore, it can help the students and teacher to have the other job. The third is in technology. The students and teacher work on the class by internet access. Online learning provides an opportunity to learn new technologies and practicing the use of office software, internet and etc. Definitely, it is very beneficial for students and also the teacher. The last is additional benefits. For the students, online learning becomes very beneficial to prevent the discrimination. By doing online learning there is no discrimination among students due to race, gender, religion, dress, physical appearance and others. This kind of learning also better for those students who are introverted as well as who learn through visual cues and require more time in understanding the material.

Disadvantages of Online Learning Beside some advantages of online learning, Kumar (2015) also explained some disadvantages of online learning for both side students and also the teacher. There are four points of the advantages of online learning, they are limited social interaction, technology cost and scheduling, effectiveness of assessments, and problematic for instructors. The first is limited social interaction. There is a limited opportunities to interact face-to-face between the teacher and the students because most of the communication through e-mail, chat room or discussion group. The online learning also will create the difficulties in developing relationship with classmates. There is no school or university environment to create social interaction. So that is why the online learning is limited the social interaction between the teacher to the students or the students to the other students. The second is technology cost and scheduling.

In online learning, the students will be difficult to manage their time for joining the online class. The students will be difficult to log-in to the class on time, moreover when the network connections in trouble the students will be left of the information or event cannot join the class. The learning online also does not effective because the speed of internet connection for each students are different. Because of those networking problems, it will make the additional cost for getting high-speed internet. The next is the effectiveness of assessments. The teacher will be difficult to measure learning result, because the teachers do not know exactly weather the students understand or not. The teacher will be difficult to check the students' assignment, because the teacher does not know do the students do it by themselves or getting some help from others. The last is the other problematic for teacher. Online classroom will be the unfamiliar thing for the teacher, because some teachers get used to do the traditional learning with face-to-face style. The teacher is also difficult to control the learning process, because the teacher does not know whether the students are learning or not.

**Google Meet**

Google meet is one of video conferencing that can be used in teaching and learning process of online learning. This application is very helpful. Google Meet is a video conferencing platform used for online meeting processes created and developed by Google (Juniartini and Rasna, 2020). Google meet can be used as one of the online learning media that can support the student learning process taking place from home while teaching students to take advantage of technology so that provide a useful experience for the student. Further, they stated that Google Meet allows users to hold meeting while on move, carry out teaching and learning activities and virtual training classes, remote interviews, and much more, etc.

In addition, Wiratma (2020) explained that Google Meet is a video conference or an online meeting application designed specifically for organizations or companies of various sizes. Google Meet can be accessed via the website, Android or IOS. Dara (2020) states that Google Meet is one of the applications from Google that can be used for online learning, work from home during social distancing to prevent the spread of the Covid-19, the number of daily Google Meet usage increases 25 times in the period between January until March 2020. Google Meet is integrated with Google suite which allows users to join directly via a calendar or an invitation sent via email. In addition, meeting invitations have made from the application can also be accessed via the link and a meeting code sent.

Google meet is very useful to conduct the teaching and learning in online ways because this application enables the students and the teacher easily join via live video or video conferences even though they are in their respective homes. The interface provided by Google Meet allows users to meet face to face directly 38 and effectively, but it is also very light and fast. It is also easily to manage and can be accessed by many users. Furthermore, Google Meet is a safe application because Google has stated that they have made and operated all of

their products on a safe foundation. They believe that the data of their product users will exist and remain private. Because of the various advantages of Google Meet as a video conferencing application, many people in the business and education areas like to use this application.

Wiratma (2020) further explained that Google meet is one of the technological applications that help college students and lecturers in the learning process. One of which is learning about a reading comprehension. One of the factors that make Google meet an effective online learning process because Google Meet is a free platform and providing a collaborative platform between teachers and students. In the reading comprehension process, the lecturer makes it online (Google meet), then invites students into the classroom and provides and explains the material surrounding a reading comprehension directly. Dara (2020) explains Google Meet as learning media have advantages and disadvantages.

The advantages of Google Meet as learning media are: a) There is a whiteboard feature. By this feature, we can write words in order to explain material to the participants like in front of the class; b) Available for free. Now Google Meet provides the freedom to install this application. It is available for free and can be downloaded on the Play Store for Android users or the App store for IOS users; c) Video display has a HD (high definition) with another supporting resolution. It can also provide the resolution contained on the smartphone, so the display becomes clearer; d) Easy to use. If we want to access Google Meet, we just need to have a Google account to register for the application, it is not require another steps; e) Video encryption services. With the video encryption service, our data will not be misused by certain individuals. The purpose of Google Meet in providing these services is to maintain the confidentiality of data for its users. So that we do not have to worry about thefting, buying, and selling data; f) Many attractive display options, with a video conferencing view that can be adjusted according to our wishes, then we can adjust the layout location and a choice of the right and good position. An attractive appearance is needed, because with a good display interface every Google Meet user will feel at home and comfortable; g) We can invite 25 people for free. If we have registered to the Google Suite, we will get special chances and can invite more than 100 until 250 people to join our meeting.

While the disadvantages of using Google Meet as a learning media are: a) Lack of data saving features. Google Meet has no a data saver feature during a call in the absence of data-saving features, the greatest possibility of using Google Meet is our data become wasteful and wasted when we use it; b) Requires a stable internet network. Not only a fast network but a stable one, because with a stable network Google Meet can operate effectively. Without a stable internet network, the users will not be able to enjoy the best service from this application.

**Vocabulary**

There are some definitions of vocabulary according some experts. Sofyan &

Harefa (2021) stated that vocabulary is the collection of words that an individual knows. Other expert, Neuman and Drawyer as cited in (Renata & Nikijuluw, 2020) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive 13 vocabulary) and words in listening (receptive vocabulary). While Riyani (2019) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language. Definition of vocabulary by Jacson cited in Lelawati, Dhiya, & Mailani (2018) defined as the written word in sentence or paragraph that can represent multiple meaning so the students are expected to understand the word by knowing the context. Richard cited in Gumartifa, Saputri, & Yuliani (2020) also defined vocabulary as base word or a word family (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker and makers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them. In the process of learning English in Junior High school, vocabulary mastery is very important for the students. It is because in their early years, vocabulary connected experiences that the students have and play a vital role in the development of their language. The students learned basically content word of vocabulary, because the learners are major word dominate English. Based on the definitions, we can conclude that the arranged set of words from the speaker is known as vocabulary. sometimes, the speaker produces the same words but they have different meaning. in order to get more vocabularies we have to multiply references and exercises. If we have less vocabularies it can make our communication and the process of learning become difficult. The researcher concludes that vocabulary set of words, having meaning and it is used in language especially in writing, reading, listening, and also to speak with others.

**Types of Vocabulary**
There are two kinds of vocabulary, namely receptive and productive vocabulary. 1) Receptive Vocabulary is known and understood its meaning by learners when reading text or listening to the text. Learners know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write. Learning the receptive vocabulary usually in the form in which the teacher will usually give the meaning of the word, using the word in a sentence, but just ask the learners to spell and pronounce only (Nagy, et al, 2005: 22). 2) Productive vocabulary knowledge assumed as the words that are understood and can be pronounced by the learners, in fact, learners can use these words in speech and writing well. Thus, productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which understood by others (Nagy, et al, 2005:21). According to Jhonson (2008: 93), vocabulary is divided into four types suitable to English language skill. Those are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. It defines that listening vocabulary is the words students hear and understand, speaking vocabulary is the word used when they speak, reading vocabulary is

the words that students understand when they read a text, through reading many words can be read and can improve understanding, and writing vocabulary is the words that students use when they try to express. d. Principles of Vocabulary Learning Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary, what kinds of method they use, what kind of vocabulary that they give, or how many vocabularies that they should teach. Schmitt on (Sudarman, Sunarti, & Hapasari, 2022) states there are some key principles in teaching vocabulary: 1) Building a large sight of vocabulary. 2) Integrating new words with previous words. 3) Providing a number of encounters with a word. 4) Promoting deep level of processing. 5) Facilitating imaging. 6) Making new word "real" by connecting them to the student's word in some way. 7) Using various techniques. 8) Encouraging independent learning strategies. Broadly speaking, Tira & Fitria (2019) says that there are several premises and comments related to the teaching of vocabulary, those are: 1) Not all the words a student hears during any lessons need become a part of his/her "active" vocabulary during that lesson or even in later lessons. Some words in the new language (in our native language) will remain "passive", that is, we understand them when we hear or read them, but we do not use them ourselves in speaking or in writing. The vocabulary for active use would be systematically presented and practiced. 2) Vocabulary would always be taught in normal speech utterances. 3) New vocabulary items would always be introduced in known structures. 4) Whenever possible, the vocabulary items would be centred about one topic. 5) Whenever a familiar word is met in a new context; it would be taught again and practiced. 6) Vocabulary items would be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways. 7) Vocabulary would be practiced, as structures are practiced in substitution drills, transformational drills, questions and answers, etc. 8) Vocabulary items would be reintroduced many times with all the structures and all the situations in which they can logically be used. 9) Students would be encouraged to learn and use nouns, verbs, adjectives, and adverbs, which contain the same root. As it has already been mentioned at the beginning that there is no right or best way to teach English skill, it all depends on the type of students, the school system and curriculum, the words that are targeted and many other factors. The choice of vocabulary to teach is also limited to the learners need, experiences and interest. The teacher has the job of managing the teaching and learning process in order to get what the students need in learning vocabulary for their language skill.

## B.  RESEARCH METHODOLOGY

The subject of this research were the students of second semester which consists of 20 students as respondents. In this case, the subjects were determined by using purposive sampling. The subjects were the students who have experienced in conducting the teaching and learning process of English vocabulary through Google Meet.

Data are the important tools in research. It contains of information related to phenomena being observed. From the data, the researcher got information required and find out the result of the study. Thus, in this research, the data was in the form of descriptive qualitative data and use its procedure for the data analysis. The data were obtained from the result of students' questionnaire and interview. Research instrument is a tool or facility which is used by the researcher to collect the data. In this research, the researcher used two instruments in collecting the data. The instruments were a list of questionnaire and interview sheet.

## C. FINDING AND DISCUSSION

This research was conducted to investigate students' perception on the use of Google Meet Platform in teaching English vocabulary. It consists of two parts. The first was the students' response in questionnaire. The second part was the interview result. The findings and discussion of the research are presented below.

### Result of Questionnaire

Questionnaire used in this research is in the form of Likert scale. In this questionnaire, there were 7 questions about students' perception on the use of Google Meet platform in teaching English vocabulary. The researcher chose two classes in the fourth semester of English Education Study Program in IAIDA Lampung as the respondents. In this class, there were 10 students from class A and 10 students from class B. In doing the questionnaire students only give a checklist in the available option provided which consists of several statements related to students' perception on the use of Google Meet platform in online vocabulary class. The statements were presented in Bahasa. The questionnaire used can answer research problems that had been stated by the researcher. Each statement in the questionnaire has a value of 1-5 points.

**Statement1:** "Google Meet application is the best online platform to increase Students' English Vocabulary"

| Frequency | | | Percent | Valid Percent | Qumulative Percent |
|---|---|---|---|---|---|
| | Disagree | 2 | 10.0 | 10.0 | 10.0 |
| Valid | Agree | 8 | 40.0 | 40.0 | 50.0 |
| | Strongly agree | 10 | 50.0 | 50,0 | 100.0 |
| | Total | 20 | 100 | 100.0 | |

Source: *IBMSPSSStatistics 25_Frequence_Output*

Based on table above it can be seen that from 20 students, there were 2 student or 10% chose option disagree, 8 students or 40% choose option agree, 10 students or 50% chose option strongly agree and no one chose option strongly disagree. Therefore, it can be concluded that most of the students strongly agree

with statement 1 that Google Meet is very accessible and easy to understand. I

**Statement2**: "Lecturer and students can effectively complete the online learning process by using Google Meet.

| Frequency | | | Percent | Valid Percent | Qumulative Percent |
|---|---|---|---|---|---|
| | Disagree | 3 | 15.0 | 15.0 | 15.0 |
| Valid | Agree | 6 | 30.0 | 30.0 | 45.0 |
| | Strongly agree | 11 | 55.0 | 55,0 | 100.0 |
| | Total | 20 | 100 | 100.0 | |

Source: *IBMSPSSStatistics 25_Frequence_Output*

Based on table above it can be seen that from 20 students, there were 3 students or 15% chose option disagree, 6 students or 30% chose agree, 11 students or 55% chose strongly agree and no one chose strongly disagree. Therefore, it can be concluded that most of the students strongly agree that lecturer and students can effectively complete the online learning process by using google meet as alternative learning media.

**Statement3:** "Using the Google Meet platform to teach vocabulary is incredibly engaging and inspiring."

| Frequency | | | Percent | Valid Percent | Qumulative Percent |
|---|---|---|---|---|---|
| | Disagree | 2 | 10.0 | 10.0 | 10.0 |
| Valid | Agree | 7 | 35.0 | 35.0 | 45.0 |
| | Strongly agree | 11 | 55.0 | 55,0 | 100.0 |
| | Total | 20 | 100 | 100.0 | |

Based on table above, it can be seen that from 20 students, there were 2 students or 10% chose option disagree, 27 students or 35% chose agree, 11 student or 55% chose strongly agree and no one chose option strongly disagree. Therefore, it can be concluded that most of the students strongly agree with statement number 3 that using the Google Meet platform to teach vocabulary is incredibly engaging and inspiring.

**Statement4**:"When learning English vocabulary through Google Meet Platform, the lecturer's material is easily grasped by the students"

| Frequency | | | Percent | Valid Percent | Qumulative Percent |
|---|---|---|---|---|---|
| | Disagree | 3 | 15.0 | 15.0 | 15.0 |

| | | | Percent | Valid Percent | Qumulative Percent |
|---|---|---|---|---|---|
| Valid | Agree | 12 | 60.0 | 60.0 | 75.0 |
| | Strongly agree | 5 | 25.0 | 25,0 | 100.0 |
| | Total | 20 | 100 | 100.0 | |

Based on table above, it can be seen that from 20 students, there were 3 students or 15% chose option disagree, 12 students or 60% chose agree, 5 students or 25% chose strongly disagree and no one chose strongly agree. Therefore, it can be concluded that most of the students strongly agree that When learning English vocabulary through Google Meet Platform, the lecturer's material is easily grasped by the students.

**Statement5**:" "Google Meet was very helpful in the online learning process, especially in learning English vocabulary, for the students who have enrolled in blended learning programs."

| Frequency | | | Percent | Valid Percent | Qumulative Percent |
|---|---|---|---|---|---|
| | Disagree | 3 | 15.0 | 15.0 | 15.0 |
| Valid | Agree | 8 | 40.0 | 40.0 | 55.0 |
| | Strongly agree | 9 | 45.0 | 45,0 | 100.0 |
| | Total | 20 | 100 | 100.0 | |

Based on table above, it can be seen that from 20 students, there were 3 student or 15% chose option disagree, 8 students or 40% chose agree, 9 students or 45% chose strongly agree and no one chose strongly disagree. Therefore, it can be concluded that most of the students totally agree that Google Meet was very helpful in the online learning process, especially in learning English vocabulary, for the students who have enrolled in blended learning programs.

**Statement6**: "Using the Google Meet platform to learn English vocabulary feels better and is much more effective than learning in class."

| Frequency | | | Percent | Valid Percent | Qumulative Percent |
|---|---|---|---|---|---|
| | Disagree | 2 | 10.0 | 10.0 | 10.0 |
| Valid | Agree | 11 | 55.0 | 55.0 | 65.0 |
| | Strongly agree | 7 | 35.0 | 35,0 | 100.0 |
| | Total | 20 | 100 | 100.0 | |

Based on table above, it can be seen that from 20 students, there were 2 students or 10% chose option disagree, 11 students or 55% chose agree, 7 students or 35% chose strongly agree and no one chose strongly agree.

Therefore, it can be concluded that most of the students disagree with statement number 6 that learning reading skill through Google Meet feels better and effective than learning reading in class. The fact showed that the students prefer to learn reading skill in class than Google Meet.

**Statement7**: "The greatest option to use during the online learning phase is Google Meet".

| Frequency | | | Percent | Valid Percent | Qumulative Percent |
|---|---|---|---|---|---|
| Valid | Disagree | 1 | 5.0 | 5.0 | 5.0 |
| | Agree | 14 | 70.0 | 70.0 | 75.0 |
| | Strongly agree | 5 | 25.0 | 25,0 | 100.0 |
| | Total | | 100 | 100.0 | |

Based on table above, it can be seen that from 20 students, there were 1 student or 5% chose option disagree, 14 students or 70% chose agree and 5 students chose option strongly agree and no one chose strongly disagree. Therefore, it can be concluded that most of the students agree with statement number 7 that Google Meet is the greatest option to use during the online learning phase is Google Meet.

**Discussion**

Based on the result of questionnaire, researcher found students' perception on the use of Google Meet in teaching reading skill. It showed that students gave positive and negative responses. The questionnaire which consisted of 7 statements, where 6 statements mostly agree and strongly agree, while there was 1 statement mostly disagree. It means that the students have positive perception on the use of Google Meet platform in teaching English vocabulary.

Learning online by using google meet is also interesting and motivating the students to study. Most of students agree that the material presented by the lecturer can be understood well when learning English vocabulary through Google Meet platform. However, in statement 6, most of the students chose option disagree. They disagree that learning reading skill through Google Meet feel better and effective than learning in class. It is showed that 84% students prefer to learning in class rather than learning through Google Meet. it is also supported by the result of interview; at least 71% or 8 from 14 students state that learning in class more fun and effective than learning through Google Meet, but they were agreed that during Covid-19 pandemic, Google Meet was very helpful in the online learning process, especially in learning reading skill and they also strongly agree that Google Meet is the best choice to apply in the online learning period.

**D. CONCLUSION**

Based on the result of questionnaire which had been elaborated by the

researcher, it can be seen that most of students have positive perception on the use of Google Meet platform. They stated that Google Meet platform can be used as an option when the teaching and learning process was carried out by online learning. They argued that this method is quite effective for the learning system such a blended learning, so they can learn even though they are not meet directly. Most of the students stated that learning English vocabulary through Google Meet is interesting and motivating them to learn because the lecturer can explain the material through share screen feature which available in Google Meet platform. They can interact and communicate both audio and video so that they can carried out the teaching and learning process like in the class. Learning English vocabulary through Google Meet platform has many advantages, such as, Google Meet can help the introvert students to show their ability because they can express themselves without worried to be seen by their friends; the students can also access the material that had been shared by the teacher in the form of power point, slide share whenever they want. Hence, it can make them easy to learn without coming to campus.

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