

CHAPTER I

INTRODUCTION

1.1 Background

One of the core subjects taught in Indonesian schools or educational institutions is English, which is taught as a foreign language. The ability to hold a conversation in the target language is widely used to gauge language learning progress because speaking is considered one of the fundamental skills and has evolved into the primary indicator of successful language acquisition. According to Kosar and Bedir (2014), speech is the foundation of language acquisition. There is a belief that achieving speech acquisition will reveal whether language learning was successful. Speaking helps pupils build relationships and communicate with their professors and fellow students. Due to their limited language skills and feelings of insecurity and discomfort when speaking in front of the class and to the teacher, speaking was difficult for the pupils. In order to encourage students to speak boldly in front of the class and to improve their speaking skills, English teachers must employ innovative teaching strategies.

One of the elements of curriculum 13 is the use of media. Media can be divided into two categories: digital and non-digital. Teachers must be creative when implementing new media or digitally based instructional strategies because of the advancement of technology. Additionally, due to technology advancement, all Indonesian instructors are now confronted with new strengths and weaknesses for the country's formal education system in the fourth industrial revolution. Examples of these changes include those made to computers, the internet, and social media.

The argument made by McKeeman and Oviedo (2014) is that technology is developing into an essential educational tool that can be used to improve language acquisition in the classroom. Furthermore, Roblyer & Edwards (2000) noted that a lot of teachers believe technology may help youngsters. Actually, hardly any teachers ever used it in their daily work. It took place for a number of reasons. Today's use of technology in language instruction actually encourages

students to actively participate through communication, creativity, cooperation, and critical thinking (McKeeman & Oviedo, 2014).

The researcher contends, as supported by the justification, that pupils need creative media in order to improve their speaking abilities. The study advises utilising Google Meet as a teaching tool in this instance. In an interactive virtual learning environment for teaching and studying the English language, students can address their issues, particularly with speaking in front of the class. The unique design of Google Meet enables students to participate in their English language practice activities.

The use of this media in teaching English was supported by a number of earlier research. It is supported by. Muhammad, p. 14, 2021 Studies investigating the advantages of utilize Google Meet to learn speaking have been done. According to Muhammad (2021, p. 14), technology plays a critical part in the educational process. Several media channels developed exclusively for the education field. A great full-featured multimedia program for virtual meetings is Google Meet. Because of this, this application is excellent for online or virtual learning, but it has a few flaws that will make learning less effective.

Google Meet offers new experiences and a fresh setting that allows them to practice speaking, so organizations who employ applied media can master them and apply them professionally. One benefit of using Google Meet is that it can help students enhance their speaking abilities, particularly in terms of soliciting and offering opinions. This benefit can also boost students' self-confidence. The kids' speaking performance falls within the "good" category as a result. Google Meet is generally well received by students when used to teach speaking skills such as asking and providing views.

Based on the considerations above, the researcher eager conducted the research entitled “The use of Google Meet in teaching at the Eleventh Grade of SMAN 02 Luwu”.

1.2 Problem Statement

In particular the problem statement of this research is: is the use of Google Meet effective in teaching speaking at the Eleventh Grade of SMAN 02 Luwu?

1.3 Objective of the Research

Related to the problem statement above the objective of this research is to find out whether the use of Google Meet effective in teaching speaking at the Eleventh Grade of SMAN 02 Luwu.

1.4 Significance of the Research

This research is expected to have benefits for the world of education. The benefits of this research as follow:

1. For the teacher, as input for the teacher concerned to determine learning media and choose what steps are taken to improve English speaking skills.
2. For the students, this research is expected to enhance their ability in speaking skills and comprehend the learning material.
3. For the next researchers, looking at the result of this study can be the references; the next researchers will gain more information about Google Meet They can extend their research in other field/skills.

1.5 Scope of the Research

In this research, the researcher focused to investigate the use of Google Meet for teaching speaking at eleventh grade of SMAN 02 Luwu.

1.6 Operational Definition

1. Speaking

Speaking can be defined as the process of releasing words from our mouths when speaking or conversation to communicate, convey ideas, feelings and thoughts.

2. Google Meet

Google Meet is a tool that enables teachers to interact and engage with students online in order to provide content, provide learning assignments, and present student learning outcomes all without needing to physically be present in the same classroom.

CHAPTER II

REVIEW OF RELATED LITERATURES

2.1 Some Pertinent Ideas

1. Speaking

a. Definition of Speaking

Speaking, according to Leong and Ahmadi (2017), is the primary skill for effective communication. It implies that communication cannot happen without words. Additionally, speaking is the process of creating and exchanging meaning through the use of verbal and nonverbal clues in a variety of circumstances, according to Kayi (2006). According to Caroline (2005), speaking is also the most fundamental form of oral communication in society. Speaking is the natural way that people in a community express their views and engage in social behaviours. According to Nunan's 2003 theory, speaking is the productive oral ability that involves creating orderly verbal utterances that carry meaning.

Based on some explanation above the researcher conclude that speaking is the process of releasing words from our mouths when speaking or conversation to communicate, convey ideas, feelings and thoughts.

b. The Components of speaking

Speaking is a complex talent, according to Harmer (2001), at least because it involves elements of grammar, vocabulary, pronunciation, fluency, and comprehension. The five speaking elements to which students should pay close attention if they want to talk well.

They are:

1) Grammar

Grammar is a system of rules that describes how a language should be used. Additionally, grammar teaching teaches students the right way to master language in both written and spoken forms. Thus, in order to compose an appropriate sentence in conversation, students must understand grammar.

2) Vocabulary

The definition of vocabulary is the appropriate diction used in communication. Without a good vocabulary, one cannot effectively convey or express their ideas in both spoken and written modes.

3) Pronunciation

Students can talk more clearly by pronouncing their words while they speak. It deals with the phonological process, which is the set of parts and rules that make up a grammar and determine how sounds vary and pattern in a language.

4) Fluency

Speaking accurately and fluently is a quality that can be characterised as fluency. Speaking with a fair amount of speed and few pauses or "ums" or "ees" are indicators of fluency. These indicators show that the speaker does not need to spend a lot of time looking up the linguistic components required to convey the message.

5) Comprehension

Comprehension is the mind and act power of understanding exercise aimed in improving is testing ones.

c. Types of Speaking

Brown & Abeywickrama (2010) propose five types of speaking as explained in the following:

1) Imitative speaking.

It has a propensity to produce speech by mimicking phonological or grammatical forms. This category focuses on orally repeating specific language sequences that might present some linguistic challenge rather than on meaningful interactions. Repetition is the foundation of imitation speaking exercises.

2) Intensive speaking

It goes one level beyond imitation. The learners can choose to engage in intense speaking on their own or as a group exercise where they are working in pairs to review phonological or grammatical concepts.

3) Responsive speaking.

It indicates the students' speech production in the form of short replies or student-initiated question or comments. These replies usually sufficient and do not take into dialogue which can meaningful and authentic:

T: How are you today?

S: Pretty good, thanks, and you?

A: What is the main idea in this essay?

B: The United Nations should have more authority.

4) Interactive speaking

The primary distinction between responsive and interactive speaking is the weight and complexity of the phrases. The number of speakers is important since conversations frequently require more than two participants.

5) Extensive speaking

The pupils are asked to deliver lengthy monologues in this exercise in extensive speaking, often known as monologue. The monologues can take the shape of a brief speech, an oral presentation, or a story that is told either formally or informally.

d. Problem with speaking activities

The students have their own difficulties in learning the language. Especially in enhancing speaking skill is not easy for students. Mufidah (2022) in her research noted the problems of speaking skill as follow:

- 1) Common Grammatical Mistakes. When talking in English, grammar is a common area for students to struggle. The kids simultaneously misuse various tenses when speaking English. For instance, they might use the present tense rather than the past tense when discussing the past tense. They have trouble recognising the differences between the past, present, and future tenses as well as knowing when to use each.
- 2) They lack self-assurance when speaking English in front of others due to a fear of making mistakes. Teachers that don't motivate students are typically to blame for this. Teachers typically don't encourage students to speak English in front of others or in class. They are anxious and terrified of making a mistake since they are unsure of how to pronounce it.

- 3) A lack of motivation. Less driven, the students are reticent to speak and unenthusiastic. Teachers and students both have a role in motivation. Students won't be interested in using the English language if teachers don't encourage them to.

e. The use of technology in teaching speaking

According to Kuning (2019), instructors have access to new technology every day that helps with the teaching of English. As traditional teaching methods, like the chalk and speak approach, seem to be dated, modern technology can be used as an addition to the classroom teaching method to create a lively environment in the classroom. To improve English training, it is absolutely necessary to use modern technologies. By utilize innovative technology, instructors may keep students' attention on the subject matter without making it feel like a challenging assignment. New technologies that support a wide range of abilities and intelligences are replacing outdated instructional methods. Technology can also help students become more independent in the classroom. It results in basic structural adjustments that significantly improve performance.

Technology supports teaching and learning in a variety of ways. It can also revolutionise education by introducing a fresh linked teaching approach. Additionally, Bahadorfar & Omidvar (2014) point out that using technology to immerse kids in different situations might pique their interest and make them happier. Technology offers pupils the chance to take independent action, the chance to interact independently, privacy, and a secure environment where mistakes may be fixed and detailed feedback can be given. The ability of technological feedback to track errors and steer students to exercises that concentrate on certain errors adds value.

Different cutting-edge technologies are being brought to classrooms in the quickly evolving 21st century to teach English. The utilisation of contemporary technologies aids in student concentration on the subject matter without making it appear like a challenging project to finish.

Kuning (2019) propose several modern technologies available for teachers of English today, they are:

1) Communication lab

You can use programmes to hone your communication skills. The students will play the relevant computer games out of curiosity while working to improve their speaking skills, which are essential in the modern, high-tech IT environment. The usage of headphones in the lab fosters student engagement with the subject matter and motivates them to revisit it frequently rather than becoming disinterested.

2) Video conferencing

Through the use of video conferencing, one person can hear the speeches of others who are located all over the globe. The best thing about video conferencing is that it allows students to ask questions right away and get quick answers.

3) Video Library

In today's fast-paced, technologically evolved environment, video collections are essential. This will be helpful for those who missed some interesting classes. During this process, the faculty's instruction will be recorded and made available to the students. The students are free to watch the tapes whenever they choose. This method has the advantage that students can review it at any time or during asynchronous time.

4) CALL (Computer Assisted Language Learning) and TELL (Technology Enhanced Language Learning)

Using the latest recent technologies, the instructor can help the student move from being a passive consumer of information to an active participant in their education. CALL and TELL stand for the study and investigation of computer applications for language teaching and learning.

5) Pod casting

Without a doubt, podcasts help language learners improve their speaking. We can use our own resources both inside and outside of the classroom by integrating audio files, or "pod casting." Students use their iPods to listen to their favourite music files. They also learn through amusement, in a similar manner.

6) Quick Link Pen

Students can copy and save printed text and Internet links using the Quick Link Pen. It facilitates the flow of data to computers and gives readers access to a built-in dictionary to determine the meaning of words. It appears to be more convenient to access this kind of computer. Translation tools like GO Translator and Bablefish are a result of recent advances in machine translation.

7) The Quick Link Pen allows students to copy and save both printed text and Internet links. It makes it easier for data to flow to computers and provides readers with access to a built-in dictionary to look up word definitions. It seems more practical to use this type of computer. Recent developments in machine translation have led to the creation of translation programmes like GO Translator and Bablefish.

8) Quicktionary

It is a device that looks like a pen. In order to show definitions and translations on their own LCD screens, readers may quickly scan words for this information. Students can alter the speech pace of listening materials to help with comprehension by using technology like Enounce and Sound-Editor. To aid in learning and enhance pronunciation, they can also access a spectrum of speech waves and visual representations of mouth and tongue movement.

9) Speech Recognition Software

Tools for development Students' oral communication abilities are aided by software that converts spoken words into information that computers can interpret. The device recognizes the accuracy of what was read and provides feedback, such as "You sound fantastic!" or the opportunity to try again, to help the learner evaluate whether or not he is reading correctly.

10) Internet

People all throughout the world are familiar with and frequently use the phrase "internet". Students now use the Internet in class to improve their English skills. Online classroom instruction seems to be interesting and motivates students to hunt up the best resources for them. Online learning

options include audio, video, radio and television shows, games, voice recordings, tests, quizzes, podcasts, and more. Students' speaking skills are enhanced by this exposure to many target languages.

11) Blogging

Candidates can receive instruction through blogging when the teacher is absent from the classroom. After the teacher writes an article or set of instructions, the students are free to comment or ask questions. On his blog, the instructor can answer the question. It seems that blogging is practised regularly.

2. Google Meet

a) Definition of Google Meet

The Google Meet program offers video conferencing capabilities that may be used for online meetings and face-to-face interactions. Of course, in order to accomplish the learning objectives correctly, educators must be able to develop or utilize a variety of online apps for the learning process.

The utilization of online learning environments can help ensure that the current learning process is efficient. This is comparable to how Pratama et al. (2020) described virtual meetings through online programs; these meetings have several advantages, especially when using video conferencing to make learning effective, practical, and safe. This allows for participatory communication and the promotion of a sense of community through video conferencing. Additionally, users can transmit files throughout the learning process or use digital whiteboards in the capabilities of many online programs, which facilitates learning.

Because Google has declared that they have created and run all of their products on a secure basis, Google Meet is a secure application. They therefore think that user data for their product will exist and remain private. Google also includes built-in security as standard in their Google Meet product, ensuring the security of user meetings (St John, 2020). Many individuals in business and education like to use Google Meet because of its many benefits as a video conferencing tool. Users have a positive impression of Google Meet since it is simple to use. Additionally, Google Meet users are rapidly growing day by day (Purwanto & Tannady, 2020). Google Meet is simple to use and doesn't require

downloading, it significantly reduces the amount of storage needed on smartphones for learning activities during a pandemic (Haryani, 2020). The video communication service developed by Google is called Google Meet.

This free tool offers the best functionality, above average video display quality, and the capacity to organize video conferences with up to 100 people. For in-person interactions with students, Google Meet can be used as a face-to-face learning solution or as a video conference (Latifah et al., 2021).b). The benefits and drawbacks of the Google Meet application for developing language acquisition listening and speaking skills

According to Lobe et al. (2020) some of the advantages of Google Meet are:

1. Students who had previously been less interested in asking and answering questions in class have become more involved. This is due to the fact that online learners are more comfortable sharing their ideas and questions. When taking online courses, kids are less likely to experience the psychological pressure from peers. The absence of the teacher, whether direct or indirect, also makes students uncomfortable speaking up. Students feel more comfortable speaking because of the limited space and time. To put it another way, the lack of awkwardness in online learning enables students to ask and express questions honestly.
 2. Lessons and learning activities become more flexible, enabling them to occur whenever and whenever. Without regard to time or space restrictions, teachers can distribute resources and worksheets via messaging apps like WhatsApp or Gmail, which can be accessed from any location and at any time.
 3. Increase the number of learning experiences available to students by using text, audio, video, and animation to communicate information.
- b). In the future, online teaching and learning activities may be utilized for student training and system updates. In addition, there are the advantages of the Google Meet application according to Lobe et al. (2020), namely:
1. There is a White Board feature which functions to explain a matter using pictures or numbers if it is difficult to explain using verbal.

2. Open source or can be downloaded for free. The Google meet application is available on the Playstore or the App Store.
3. Video display with High Definition (HD) resolution and also supported by other resolutions, so that the video display becomes clearer.
4. Simple and easy access.
5. There is a video encryption service that can prevent personal data stored in the application from being misused, such as theft or buying and selling of data.
6. Diverse and attractive display options, with video views that can be adjusted as desired. Like adjustments
7. Layout and change background for displayed video.
8. Can invite up to 250 participants by subscribing to Google suite.

While the weaknesses in the use of Google meet namely:

1. There are specific challenges with distance learning. The teacher is unable to instantly check their students' behaviour because they are separated from it during the learning process. There is no guarantee that the class is paying close attention to the teacher's explanation of the prescribed material.
2. Since their schedules are more flexible, students can continue to study normally through online learning. Others, however, think that online education is more difficult than in-person training. The offered information is quite challenging to understand, which puts a load on the students because they have to work very hard to understand it on their own.
3. For online learning to be possible, there must be consistent availability of internet connectivity, dependable network conditions, and equipment like PCs or laptops to be available.
4. When pupils are confronted with incompatible timetables as a result of an unexpected schedule change.
5. Distance education may cause students' attention to be divided owing to their home circumstances or their varying environmental conditions.
6. Students' lack of enthusiasm, as it is common for them to enroll in online classes merely to show that they are attending and then engage in extracurricular activities. The majority of students claimed that because of

duties to their families, they did not always check or keep their laptops. Time was lost when chores were due as a result. Due to the students' lack of discipline in completing the teacher's tasks, the task was not completed when it was supposed to.

7. Additionally, simultaneous communication makes it more difficult for some students to ask questions during the educational process. In fact, when using online learning, teachers are more concerned with giving out homework than they are with imparting knowledge.
8. Not all educators and learners are equipped to quickly manage web-based learning platforms, including creating digital course materials.

Additionally, many educators are unfamiliar with its use. Additionally, Sawitri (2020) identifies the following flaws in the Google Meet application:

1. The free or open source version of Google Meet can only invite a maximum of 25 people.
2. There is no data saving feature during a call.
3. Not all facilities are open source, users must purchase a package from Google Suite before using more and more complete features, so that users are not free to use Google Meet.
4. Requires a fast and stable internet network. If the network quality is poor, the resolution and video speed was decrease.

2.2 Previous Studies

Below are some scientific works that have similarities with this research:

1. Yuana Lestari, "The Use of Google Meet for Teaching Speaking in Mastering Interpersonal Dialogue in a Blended Learning Setting," 2019. The goal of this study was to describe how Google Meet is used to develop speaking skills in order to grasp interpersonal communication. Students in the Science class at MAN 3 Langkat in the eleventh grade participated in this study. The methods of observation, interview, and test were utilized to acquire the data. There were two components to blended learning: traditional face-to-face activities carried out in the classroom and online learning activities carried out via Google Meet. Speaking has five different parts: performance, organization, fluency, pronunciation, and vocabulary. According to the study's findings,

Google Meet can help students become more fluent communicators, particularly when they ask and give opinions. She discovered that, as part of her research, the use of Google Meet could aid MAN 3 Langkat students in the eleventh grade in speaking English. The outcome of the pupils' speaking conversation with their acquaintance demonstrated it, and the proportion of data displayed was great and good. The students were instructed to have a discussion based on the provided topic. The kids were able to explore their subject through solid discourse, however there were still some grammatical errors.

2. Susantie, Novie. 2018. "The Use of Google Meet Blended Learning Platform in Teaching Speaking" in her research. The purpose of this study is to understand more about how Google Meet is being used to teach speaking, how adult learners are participating in Google Meet, and how they feel about it. A case study methodology was used in the investigation. The study's findings and analysis indicate that the blended learning program's flow is broken down into three stages: getting in the zone (the kickoff event and the initial learning activity), exploring (the second learning activity and the check-in event), and evaluating (the final assessment and the evaluation). Google Meet is implemented as a follow up activity covering exploration and evaluation stage by using instructor-led event. In evaluation stage, learners record their speaking and submit it into note menu in Google Meet. Google Meet is used as a follow-up activity that uses instructor-led events to cover the exploration and evaluation stages. During the evaluation phase, students record their speaking and upload it to Google Meet's note menu. Google Meet also makes use of instructor input and peer correction. The results of interviews and observations about learner engagement show that Google Meet promotes cognitive, behavioural, and emotional involvement during online meetings. The usage of Google Meet as a blended learning tool for teaching and learning speaking is also well received by learners. Google Meet is seen as having a lot of benefits by learners. In addition to helping students improve their speaking abilities, Google Meet gives them a fresh perspective

and a different environment in which to practice speaking. Improving communication skill is also one of the benefits gained through Google Meet.

3. S. Wichadee (2017). To improve students' oral proficiency and motivation, a blended learning model has been developed using Google Meet. The goals of this study were to create a blended learning model for language acquisition using Google Meet as a tool and to assess how well the model worked in an English course in terms of oral competency, motivation, and attitude. A quasi-experimental design was used to gather data utilizing the tests and questionnaires in order to accomplish these goals. The second-year students taking an intermediate English course served as the study's samples. Two courses, each with 42 pupils, provided the samples.

For the control group, one class was chosen, and for the experimental group, a different one. While the experimental group studied using the PPP model in class with online learning using Google Meet, the control group only received instruction using the PPP model in a face-to-face learning environment. The results show that blended learning was superior than traditional learning in terms of effectiveness. In other words, students in the experimental group not only did better orally than those in the control group, but they also showed greater learning motivation. Although attitudes regarding the PPP model were similar in both groups of students, those in the experimental group were more favourable toward Google Meet. The study's conclusions have ramifications for English language teachers, motivating them to consider how technology might improve academic achievement and enhance learning.

The comparison of this study to earlier studies reveals several similarities and differences that can be drawn from the explanation provided above. In general, the research's purpose can be used to analyze the similarities between the prior studies and this one. They concentrate on using Google Meet to teach speaking. The types of research methodologies and the research instruments differ.

Yuana, the first Lestari, 2019. The goal of the investigation is where her study and ours differ from one another. Both studies wish to know how Google Meet is used to teach speaking. Senior high school students are used as the sample

in both studies. Additionally, the research methodology used differs between her study and this study. She used a descriptive qualitative research design in her work. While the pre-experiment design used in this study will be quantitative. Additionally, the instrument is totally unique. She used observation, interviewing, and documenting to gather the information. Speaking exam will be the instrument used in this study.

Susantie, Novie. (2018) is the second. The goal of the investigation is where her study and ours differ from one another. Both of these studies seek to examine how Google Meet is used to teach speaking. However, the methodology utilized in their study and this study differs. Her work used a case study design and a qualitative methodology, whereas this study used a pre-experiment design and a quantitative technique. In addition, the tool employed is very different. While this research will employ a speaking exam as an instrument, her research used observation, interviews, questionnaires, and documents. Additionally, the sample that was chosen was unique. Using a purposive sampling technique, her study included 15 staff members from the Language Centre at Telkom University who were adult learners and came from various units, backgrounds, and genders. Senior high school students will be the sample for this study's use of the cluster random sampling approach.

Wichadee, S. (2017) is last. Similar to this research, it focuses on evaluating how beneficial using Google Meet is. Maximizing oral proficiency among students. Here, the term "oral proficiency" refers to the capacity for verbal communication. The usefulness of Google Meet in teaching speaking or verbal communication skills is also a subject of this study. but her study also looked into students' attitudes and motivations about the use of Google Meet. Additionally, the research methodology and sample are different. The sample for her study came from a non-academic setting, and the participants were second-year students taking an intermediate English course, as opposed to the participants in our study who are seniors in high school. When it comes to the research methodology, both of these studies actually use a distinct research design but the same quantitative methodology. Her study used a quasi-experimental approach, which involved two classes: the experimental group and the control group. She also used tests and

questionnaires to gather data. The speaking test used the instrument used in this study's pre-experimental design.

2.3 Conceptual Framework

The conceptual framework underlying this research is presented in the diagram below:

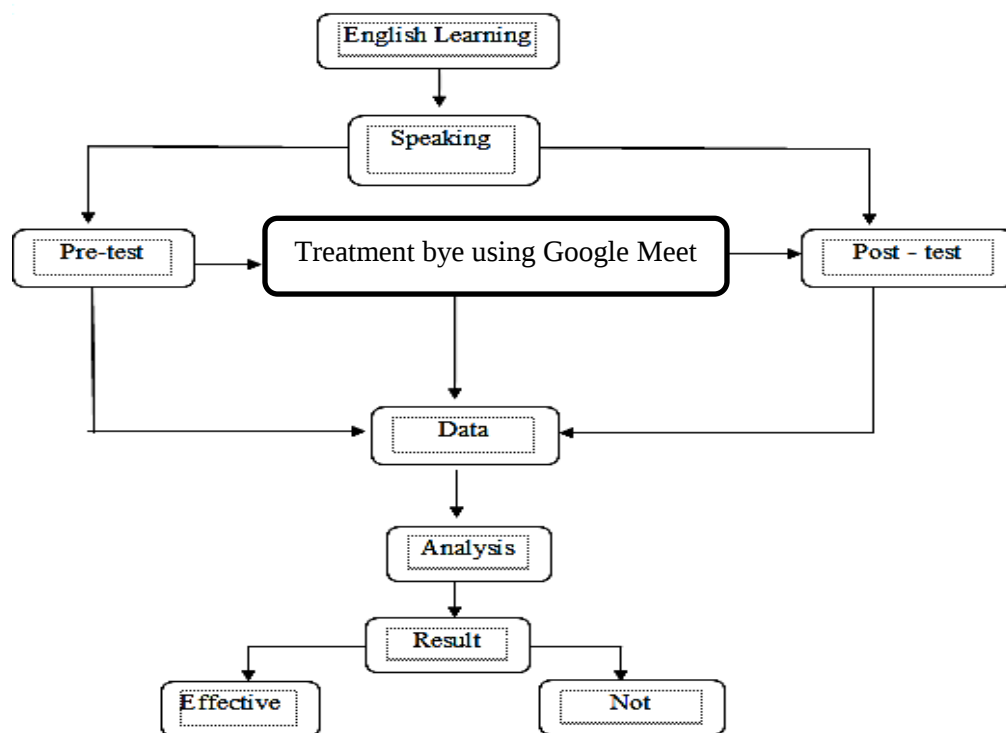


Figure 1: Conceptual framework

According to the conceptual framework presented above, the researcher's focus in this study is on the efficiency of utilizing Google Meet to teach speaking to students in SMA Negeri 2 Luwu's eleventh grade. The researcher used carry out some steps in this study, including the pre-test, therapy, and post-test. Giving the pupils a pre-test to gauge their level of speaking skill prior to treatment is the first thing the researcher use perform.

The researcher use perform the treatment in the following stage. For four meetings, the researcher used instruct speaking to the students via Google Meet. The researcher use provide instruction on explaining things using a different topic at each meeting.

In the final step, the researcher use administer a post-test to students in order to collect data on their post-treatment speaking scores. Through the use of Google Meet in speaking instruction, this research is anticipated to increase students' speaking proficiency as well as significantly increase their motivation in learning.

2.4 Hypothesis

The Proposition In this study, the following statements are made:

1. The hypothesis is true
 - a. The null hypothesis (H_0) states that there is no significant difference between the mean score on the pre-test and post-test following the use of Google Meet to teach speaking to students in SMAN 02 Luwu's eleventh grade.
 - b. Alternative Hypothesis (H_1): After using Google Meet to treat speaking instruction at SMAN 02 Luwu's eleventh grade, there is a substantial change between the mean score on the pre-test and post-test.
2. Hypothesis statistic:
 - a. If $p\text{-value} > \alpha (0.05) = H_0$ is accepted, H_1 is rejected
 - b. If $p\text{-value} < \alpha (0.05) = H_0$ is rejected, H_1 is accepted

According to the aforementioned hypothesis, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected if the p-value is greater than the significance level of (0.05). It suggests that Google Meet is effective in enhancing pupils' speaking. The alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected if the p-value is less than 0.05. It suggests that Google Meet is beneficial in helping kids who struggle with speaking.