# Students' Acceptance of the Use of Google Meet in Learning Arabic Communication during Online Distance Learning (ODL)

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**Abstract**

Online Distance Learning (ODL) has devised a novel existence where technology and the internet are inevitable and no longer an option. Many academic institutions especially tertiary education were compelled to adapt their pedagogical style to ODL.

In the context of learning Arabic Communication, Google Meet has been used extensively as a learning medium. Although Google Meet is seen as a suitable medium for ODL, the effectiveness of the teaching and learning processes still depends on the student's acceptance of its use. Therefore, this article aims to analyse students' acceptance of Google Meet as an online learning platform for Arabic Communication. This study uses a quantitative method through a descriptively analysed questionnaire instrument which focuses on the ease of use, usability, attitudes and intentions of the students. The results of the study found that students' level of acceptance towards the use of Google Meet in learning Arabic is moderate, which depicts that the students acknowledge and are optimistic towards the use of Google Meet as one of the learning platforms. However, further improvements need to be done by reassessing the materials and content as well as teaching and learning management techniques as a whole. This is to ascertain that the effectiveness and sustainability of Arabic language learning continue to be more substantial, especially in situations that require ODL to be taken place.

**Keywords**: Students' Acceptance, Arabic Communication, Google Meet, Online Distance Learning (ODL), Educational Technology

**Introduction**

Online Distance Learning (ODL) has created a new life or even the new normal where technology and the internet are no longer an option but considered a necessity. Now teaching and learning especially at the higher education level, almost all classes are done entirely online. This situation explains a new experience in education where online studies have been made mandatory for all students at various levels worldwide (Vijay, 2020).

However, it may be considered foreign when this teaching and learning is carried out entirely online immediately. The subject of Arabic is also not exempt from the same implications; in fact, it is considered more challenging when it involves a third language. Among the main challenges is the absence of an Arabic language environment when teaching and learning are carried out entirely online, where the language environment is essential in creating a vibrant atmosphere among students (Abdul Razif et al., 2019).

Teaching and learning online using technology is the only solution when various educational technologies can be applied as an online teaching and learning platform. Google Meet is a suitable platform for Arabic Communication learning because it is easier to use than other educational applications. Thus, this study intends to examine students' acceptance of the use of Google Meet as an online learning platform for Arabic Communication at Universiti Teknologi MARA (UiTM) Melaka, Malaysia. The remainder of the paper is organised as follows. The next section reviews existing literature relating to online teaching and learning. The following section presents the methodology employed, and the findings of this study are reported and discussed. The final section concludes and discusses the implications of this study.

**Literature Review**

Studies related to online teaching and learning have been done a lot by looking from various angles. Among them is the study of Pauzi et al (2020), where they suggested some practical strategies to cope with learning and teaching virtually; conducive space management, effective time management, creative techniques, and virtual discussion with friends.

Amin and Nasri (2021) touched on the perception of 562 secondary school students in Malaysia against online learning. This study found that online learning has advantages regarding facilities to access various learning materials online, with 68%, and the freedom to study at home with 67%. Deficiencies in online learning are in terms of technical problems during the course online learning with 59% and less interaction with friends with 54%. The mean value for the second and third aspects studied is moderately agreed. In conclusion, there is no difference in perception between deep learning online and face-to-face learning in improving knowledge, information technology and social skills. Student acceptance is also moderately agreed because they gave feedback that deep learning online is fun, with a mean score of 3.29.

Meanwhile, Salleh et al (2021) looked at the readiness and perception of 381 students of Ibrahim Sultan Polytechnic (PIS), Johor, towards online learning. Findings show that the readiness for an Internet line at home is 74.3%, and 25.7% of students do not ready for that. Among the students, 81.6% have computers, while 18.3% do not. Mohamad (2021) has also analysed the challenges faced by students and lecturers at Perlis Islamic University College (KUIPs) during Online Distance Learning (ODL). This study found that students face challenges in terms of unsatisfactory Internet access, the financial burden of purchasing high-speed Internet data and the latest software, a learning atmosphere that is not conducive, an uncomfortable study room, disrupting learning focus, and damage to electronic devices.

Past studies on online learning issues during the ODL revolve around strategies for virtual learning and teaching, as well as perception, readiness, satisfaction and challenges faced by students and teachers. Therefore, other studies still need to be continued as a highlighting effort to resolve online learning and teaching issues. It also acts as a reference source in the future in efforts towards improvement. Therefore, this study will look at the

ease of usability as well as attitudes and intentions in using the Google Meet application in learning Arabic Communication.

**Research Methodology**
This study uses a quantitative approach through a questionnaire as an instrument to survey students' views on the acceptance of Google Meet in learning Arabic Communication. The Google Form questionnaires were randomly distributed to semester 1 and 2 students of the March-August 2022 session who registered for the Arabic Communication course. Data collection was collected within 20 days through the dissemination of the Google form link into the WhatApps group. A total of 58 students answered this questionnaire from 91 students. The data received was coded into the Statistical Package for Social Sciences (SPSS) software for analysis purposes.

*Instrument*
The questionnaire form of this study contains four parts. Section A contains student demographic questions, while sections B, C and D each represent questions regarding students' acceptance of Google Meet in terms of ease of use, usability, attitudes and intentions. The questionnaire set used in this study is adapted from a previous study related to student acceptance of the use of educational technology (Muhammad Izuan et al., 2020). A Likert scale is used to evaluate the statements in the questionnaire with a score of 1-5. Point score classification is based on the scale level as shown in table 1:

Table 1
*Questionnaire Statement Measurement Scale*

| Score Points | Scale |
|---|---|
| 1 | Strongly disagree |
| 2 | Disagree |
| 3 | Neutral |
| 4 | Agree |
| 5 | Strongly agree |

The data obtained was analysed using descriptive statistics. Mean scores were identified for data analysis purposes. The mean interpretation used is as in table 2.

Table 2
*Mean Interpretation (Levin et al., 2000)*

| Min Scale Interval | Level Min |
|---|---|
| 3.68 - 5.00 | Good |
| 2.34 – 3.67 | Medium |
| 1.00 – 2.33 | Satisfying |

**Findings**
The findings of this study are analysed according to the section as stated in the questionnaire. This section is the background of the respondent profiles, the usability of Google Meet, the ease of use of Google Meet, and the attitude and intention towards Google Meet.

### Respondent Profiles

The respondents who answered the questionnaire were 58. They were first-semester students who registered for the Arabic Communication course (TAC101) and second-semester students who registered for the Arabic Communication course (TAC151) at UiTM Melaka Branch Alor Gajah Campus for the March-August 2022 session. The background profile of the respondent faculty is shown in table 3:

Table 3
*Respondent Profiles*

| Course Code | Group | No. of Students |
|---|---|---|
| TAC101 | MBA1111C | 11 |
| TAC101 | MBA1111D | 11 |
| TAC151 | MBA1152A | 12 |
| TAC151 | MBA1152B | 12 |
| TAC151 | MBA1152C | 12 |
| | | 58 |

The number of respondents who registered for the TAC101 course is 11 students each for both groups, MBA1111C and MBA1111D. As for the MBA1152A, MBA1152B and MBA1152C groups, there are 12 students for each TAC151 class. The total number of respondents is 58 students.

### Google Meet Usability

The perception of ease of use is defined as an individual's view of using a particular system that is easy to understand and not difficult to learn (Davis, 1989). In the context of this study, the perception of ease of use means that the individual does not need much effort in terms of time and energy to use Google Meet as a platform for learning Arabic Communication courses (TAC101 and TAC151). Table 4 shows the mean for statements related to the ease of use of Google Meet.

Table 4
*Views on Google Meet Usability*

| Statement | Mean | Level |
|---|---|---|
| The Google Meet platform is easily accessible with moderate internet speed. | 3.62 | Medium |
| Information is easily accessible through the Google Meet platform. | 3.41 | Medium |
| The Google Meet platform is compatible and user-friendly in Arabic Communication classes. | 3.44 | Medium |
| Diverse and systematic Google Meet items and content make it easy for users. | 2.70 | Medium |
| **Mean Score** | 3.29 | Medium |

The study found that the students agreed with the statement of content and variety of items in Google Meet, which systematically facilitates users with the highest mean score of 3.62, which is at a moderate level. Meanwhile, their agreement with Google Meet's statement is easily achieved with moderate internet speed, also at a moderate level with the lowest mean score of 3.41. In addition, students also agree that information is easily accessible through the Google Meet platform, with a mean score of 3.44. They also agree that Google Meet is suitable and friendly to use in Arabic Communication classes; the mean score obtained is 2.70, which is also moderate.

### *Ease of use of Google Meet*
The perception of ease of use is defined as an individual's view of using a particular system that is easy to understand and not difficult to learn (Davis, 1989). In the context of this study, the perception of ease of use means that the individual does not need much effort in terms of time and energy to use Google Meet as a platform for learning Arabic. Table 5 shows the mean for statements related to the ease of use of Google Meet.

Table 5
*Perception of the Ease of Use of Google Meet*

| Statement | Mean | Level |
|---|---|---|
| The Google Meet platform allows me to take virtual classes quickly. | 3.37 | Medium |
| The Google Meet platform can increase my productivity and creativity in learning. | 3.36 | Medium |
| The Google Meet platform can improve my language skills such as communication, listening and writing skills. | 2.94 | Medium |
| The Google Meet platform allows me to meet the assessment percentage of the course requirements. | 3.56 | Medium |
| **Mean Score** | 3.31 | Medium |

The study shows that the students agree that using the Google Meet platform allows them to attend virtual classes quickly, with the highest mean score of 3.37. The lowest mean score is their agreement that the Google Meet Platform can improve language skills, with a mean score of 2.94. However, they agree that Google Meet can increase productivity and creativity in the learning process, with a mean score of 3.36. Even the students agree that Google Meet allows them to meet the percentage of the course requirement assessment with the highest mean score in this section which is 3.56.

### Attitudes and Intentions toward Google Meet
Attitude towards use is defined as the positive or negative feelings of individuals who will use a system (Davis, 1989). In the context of this study, it refers to students' attitudes and intentions in using Google Meet as a platform for learning Arabic Communication. Table 6 shows the mean for statements related to attitudes and intentions towards the use of Google Meet.

Table 6
*Attitudes and Intentions toward Google Meet*

| Statement | Mean | Level |
|---|---|---|
| I am satisfied with the Google Meet platform. | 3.13 | Medium |
| I am excited to use Google Meet for my Arabic Communication classes. | 3.31 | Medium |
| I use Google Meet to conduct course assignments throughout the semester. | 2.94 | Medium |
| I will always use Google Meet for learning purposes. | 3.48 | Medium |
| I will recommend and encourage using the Google Meet platform to others. | 3.32 | Medium |
| **Mean Score** | 3.24 | Medium |

The study shows that the students are satisfied and excited to use Google Meet, with a mean score of 3.13 and 3.31 respectively. Students are also optimistic about using Google Meet to complete course assignments throughout the semester, with a mean score of 2.94. In addition, they are also optimistic that they will always use Google Meet in the learning process, with a mean score of 3.48. With this positive attitude and interest, they agree to recommend and encourage using the Google Meet platform to others, with a mean score of 3.32.

**Discussion**
The findings of this study show that students' level of acceptance towards the use of Google Meet in learning Arabic is moderate, which means that they agree and are optimistic towards the use of Google Meet as one of the learning platforms. This can be interpreted through the findings that the average mean for the perception of ease of use is 3.29, and the average mean of the perception of usability is 3.31, while the average mean of intention and attitude towards use is 3.24. All of these mean passes at the 3.0 level, which is reasonable.

The use of technology in teaching and learning is a necessity in the era of the Industrial Revolution 4.0 (IR 4.0). However, the challenge is also high as explained by Irwan (2020), where three main implications are seen as significant challenges in implementing online teaching and learning: internet accessibility and stability of the teaching platform, emotional management and holistic assessment. This challenge is visible from the perspective of students who think that the content of Google Meet is not yet diverse and systematic to attract their interest in learning Arabic online. This can be seen from the lowest mean score, which is 2.70.

In addition, students also seem to agree on the ease of use of Google Meet in accessing information and that it is friendly to use in Arabic Communication classes. However, this acceptance is at a moderate level. However, students put the Google Meet platform to improve language skills such as communication skills, speaking and writing with the lowest mean score in this section which is 2.94. This is because language skills, especially communication skills in Arabic need to be carried out face-to-face. After all, it is more fun

than online, where two-way communication is limited. Face-to-face classes are also preferred because they can identify the effectiveness of students' language skills, as teaching methods are an important intermediary in achieving a learning effectiveness objective. In the delivery of a lesson, especially the teaching of Arabic, using appropriate and interesting methods is seen as very important. This helps students master Arabic more effectively (Wan Azura & Lubna, 2005).

From the point of view of attitude and intention, the intention towards using Google Meet in learning Arabic is moderate. This goes back to the level of social support from the system, atmosphere, ease of use, usability as well as encouragement of teachers and parents, which significantly impact the intention and attitude of the students.

## Conclusion

Conclusively, the major finding of this study indicates that students' level of acceptance towards the use of Google Meet in learning Arabic is moderate. It describes that the students agree and are positive towards the use of Google Meet as one of the learning platforms. This can be interpreted through the findings that the average mean for all perceptions (ease of use, usability, intention and attitude) pass at the 3.0 level, which is reasonable.

However, learning Arabic using Google Meet still needs improvement to ensure that the effectiveness and sustainability of Arabic language learning continue to be significant. Other factors that relate to students' ability to cope with online learning should also be taken into account and requires further studies. This can be done by reassessing the materials and content as well as teaching and learning management techniques as a whole.

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