Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban
Vol 9 No 2 Oktober 2026
Page: 568-577
https://jurnal.stiq-amuntai.ac.id/index.php/al-miyar/index

Exploring Google Meet Implementation in Arabic Speaking Skill Learning: A Case Study in Higher Education

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DOI: http://doi.org/10.35931/am.v9i2.7578

Article Info
Received: October 5, 2026
Revised: October 15, 2026
Accepted: October 30, 2026

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Abstract: This study was conducted to explore the use of Google Meet in online learning, specifically in relation to Arabic language skills. This research aims to use Google Meet as an alternative solution for online learning at Arabic speaking skill or *maharah al-kalam*, which is studied from the process or application, advantages, and disadvantages. The target object is aimed at students who program the "Kalam 3" course at the Arabic Language Education Study Program, Faculty of Islamic Studies, University of Muhammadiyah Malang, for the 2020-2021 academic year. While this study uses a qualitative approach, the type of research is a case study, and data analysis using the analysis of Miles, Huberman, and Saldana. The result of this research is that the Google Meet application can be an alternative to online learning in the Kalam 3 course by using it in speaking practices, discussions, questions and answers, and Arabic performances. While the advantages and disadvantages of the Google Meet application in learning Kalam 3 are technical and non-technical.
Keywords: *Arabic Speaking Skill; Distance Learning; Video Conference*

INTRODUCTION

Advances in modern technology have driven a major transformation in education through digital pedagogy, which fundamentally integrates digital tools into teaching practices. Although this acceleration was initially triggered by the COVID-19 pandemic, the focus of educational institutions has now shifted from merely an emergency measure to standardizing the quality of distance learning interactions. In this new landscape, synchronous learning has become a crucial strategy for ensuring.

Post-pandemic learning has been conducted using a hybrid learning model, combining offline and online learning (Napitupulu, 2020). This model is considered more flexible in terms of delivering material and facilitating the learning process. Offline learning is conducted in the classroom, while online learning is planned to take place outside the traditional teaching and learning environment, with the learning process not occurring through direct face-to-face interaction between educators and students (Abidin et al., 2020). In addition, online learning uses media that allows communication between educators and students (Kahfi, 2020). Therefore, specific media, techniques, designs, methods, and evaluations are required to implement it.

In practice, teachers use various media in online learning, in the form of conferences such as Zoom Meetings, Google Meet, Skype, Hangout, Whatsapp Video calls, Cisco Webex Meetings, and Join.me, Cyberlink U Meeting, and many others. As well as non-conferences such as Google Classroom, Moodle, Edmodo, Whatsapp Group, Kahoot, Canvas, and so on. However, after observing, students prefer conference-based media to non-conference. This is because students find it easier to understand the material taught by educators.

Even when the material is given on a non-conference basis, in addition to being a bit difficult to understand the material, students feel lacking in terms of educational cultivation such as morals, motivation, attitude, and others. Because an educator in addition to having professional, personal, and social competencies, is also required to have pedagogical abilities (Jatmiko, 2018). This pedagogic ability needs to be applied by an educator even during a pandemic like today. Because of this, a media conference is needed that can accommodate some of these

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capabilities. One of the media that can be an alternative is Google Meet.

Google Meet is one of the products developed by Google that provides video communication services, where this software is free and can be used for video conferencing with other members and has a quality video display (Gazali, 2020). Google Meet can also be used for socializing, meetings, and teaching and learning processes (Aisyah & Sari, 2021). The existence of this Google Meet application can help the learning process at the school, university, and other informal learning levels. Distance learning becomes invisible because of one of the conference applications.

Online learning based on the Google Meet application is also applied in learning *maharah al-kalam* or Arabic speaking skill at the Arabic Language Education Study Program, Faculty of Islamic Studies, University of Muhammadiyah Malang. *Maharah al-kalam* (speaking skill) is one of the skills that must be possessed by language learners, in this case, Arabic. The existence of this skill is required students to always hone their abilities with practice or speaking practice, both guided and unguided. Therefore, media conferences such as Google Meet are needed so that educators can see, guide, and evaluate the extent to which students' speaking practices or abilities are. In addition, it can also apply the pedagogic abilities of educators to all students.

In the context of foreign language instruction at the university level, the development of speaking skills (maharah al-kalam) among students in the Arabic Language Education program can be effectively accelerated through the Communicative Language Teaching (CLT) approach, which emphasizes the active and contextual use of language for real-world communication purposes (Nggawu & Thao, 2023). As learning shifted to the digital realm, the use of video conferencing platforms such as Google Meet became an essential tool for meeting students' needs to practice interactive conversations in Arabic (Ibrahim & Hashim, 2021).

The operational relationship between the use of Google Meet and this improvement in speaking skills is supported by Michael Long's Interaction Hypothesis, which states that students' communicative competence develops dynamically when they engage in the negotiation of meaning directly on a digital screen, triggering a process of modifying linguistic output upon detecting a communication misunderstanding (Sağlam & Alagözlü, 2025). Furthermore, Synchronous Learning Theory asserts that real-time interaction via Google Meet can effectively replicate the atmosphere of a conventional Arabic language classroom, as it provides visual and verbal support, as well as instant feedback all of which are crucial for building students' confidence when speaking (Aybek & Kaya, 2026).

The literature review (state of the art) in this study consists of five previous studies which are described below; first, a study related to "Zoom Cloud Meeting: Alternative Media in Maharah Kalam Learning in the Middle of the Corona Virus (Covid-19) Outbreak" (Mubarak et al., 2020). The method used is a descriptive qualitative approach with observation, interview, and documentation techniques. This article examines one alternative in *Maharah Kalam* lectures at IAIN Palangka Raya with Zoom Cloud Meetings, stages of *Maharah Kalam* lectures with Zoom Cloud Meetings, namely pre-lecture, lecture implementation, and lecture evaluation, as well as advantages and disadvantages. shortcomings in the Zoom Cloud Meeting media.

Second, a service article entitled "Using Google Meet to Work From Home in the Era of the 2019 Coronavirus Disease (Covid-19) Pandemic" (Sawitri, 2020). The method used is in the form of lectures and practice. The study was conducted in the form of providing material related to the Google Meet module, explaining Google Meet, its facilities, advantages, and disadvantages, and practicing using Google Meet.

Third, the article "Analysis of Student Responses to the Implementation of Google Meet in the Speaking For Daily Context Course" (Purnama, 2021). Using qualitative descriptive and questionnaires as instruments. The results obtained are that all students have high learning motivation and are motivated to get good achievements, it is easier to express themselves because they are more confident, and the learning process is not boring and interesting.

Fourth, research related to "Acceptance of Google Meet during the Spread of Coronavirus by Arab University Students" (Al-Maroof et al., 2021). The method used is a questionnaire with discriminant validity and convergent validity. The results obtained in the form of using an appropriate online platform can help overcome difficulties, fears, stress, and anxiety during the spread of the Coronavirus. And online learning platforms can increase student satisfaction.

Fifth, related to "Implementation of Google Meet Application in the Learning of Basic Science in the Covid-19 Pandemic Period of Student Learning Interests" (Septantiningtyas et al., 2021). The method used is quantitative by using an experimental research design. The result is that learning by using the Google Meet application has a very high influence on student interest in learning.

Although previous research has extensively explored the use of Google Meet in language learning, this study offers substantive novelty by shifting the focus from mere adoption of the platform to an in-depth examination of how its functions can be optimized as a space for active interaction. The scientific contribution of this study does not lie in introducing Google Meet as a conventional online face-to-face medium, but rather in a comprehensive analysis of how the platform is strategically integrated to construct a communicative instructional environment.

Using a systematic approach, the study focuses on the effectiveness of this medium in facilitating productive

language activities, which include interactive presentations, dynamic discussions, and performance-based speaking activities. Thus, this study is expected to make a more specific theoretical and practical contribution toward filling the empirical gap regarding the transformation of video conferencing technology as a bridge to students' contextual speaking skills.

Based on the background described above, the researcher is interested in conducting a more in-depth study of Google Meet for online learning in Arabic speaking or *maharah al-kalam* (Kalam 3) within the PBA FAI-UMM study program for the 2020-2021 academic year, reviewing the application's advantages and disadvantages during learning.

METHOD

This study uses a qualitative descriptive approach (Thoyyibah et al., 2024). Type of this research is a case study. The research subjects were 43 students in the Arabic Language Education Program, Faculty of Islamic Studies, Muhammadiyah University of Malang, enrolled in the "Kalam 3" course. This study used data from the "Kalam 3" course during the 2020–2021 academic year. The "Kalam 3" course was chosen as an advanced course following Kalam 1 and 2, which focuses not only on presenting short articles but also on building confidence in delivering presentations in Arabic.

Data collection in this study used observation, interviews, and documentation techniques (Tirtosari, 2020). Observations were made at the beginning of the "Kalam" lecture. Meanwhile, interviews were conducted with students who programmed the "Kalam 3" lecture with a random technique where the researcher did not explicitly select the students. The documentation is used to document all activities, activities, or events that occurred at the time the research was conducted.

Data validity in this study was ensured through triangulation. First, the researcher applied source triangulation by comparing students' oral performance drafts on Google Meet with field notes and the course instructor's assessment sheets. Next, confirmation of the findings was reinforced through methodological triangulation by cross-referencing data from participatory observations during virtual classes, transcripts of in-depth post-learning interviews, and visual records of students' assignment portfolios.

Analysis of the data using the analysis of Miles, Huberman, and Saldana with four stages of data collection, data condensation/reduction, data presentation (data display), and concluding (conclusion/verification) (Silalahi et al., 2020). Data collection and reduction are carried out in the form of collecting all data, recording in detail, detail, and thoroughness regarding what is obtained, and eliminating what is not needed (Lestari & Anggraeni, 2021). While the presentation of the data is realized with a narrative model to make it easier to compile and organize the data found. The conclusion is carried out after there is evidence that supports the findings and data collection.

RESULT AND DISCUSSION

This section is the main part of the research result article in which the "fix" results are served. The data analysis processes, such as statistical computing and hypothesis testing, are not necessary to be served. The materials reported are the analysis results and hypothesis testing results. In addition, tables and graphics are also can be showed to enunciate the verbal narration. Tables and images must be given a comment or discussion. The details of qualitative research written in some sub-topics which directly related to the focused category.

The theory used in this research consists of video conferencing, distance learning, and Arabic speaking skill or *maharah al-kalam*. First, video conferencing is a combination of video and audio in full-screen mode, and allows users to share screens, comment, multistream video feeds, and split screens with a microphone (Ekawardhana, 2020). Video conferencing is video and audio communication in real-time based on the internet or IP (Subekti et al., 2020). The existence of video conferencing makes communication more efficient and faster.

Second, distance learning is an educational system that has the character of independent, open, and thorough learning using technology, information, communication (ICT), and other technologies (Sari et al., 2020). In addition, distance learning is an effort made to connect educators and students through the help of electronic media or print media because of the barrier between the two (Mahrani et al., 2020). At this stage, distance learning is carried out with media that can connect educators and students without meeting face to face, but only with the media.

Third, *maharah al-kalam* or speaking skill is one of the four Arabic skills, such as *maharah al-qira'ah* (reading skills), *maharah al-istima'* (listening skills), and *maharah al-kitabah* (writing skills) (Thoyyibah & Rusady, 2022). Students can use these speaking skills not only in the scope of speaking in the linguistic realm but can be used in other fields such as Geography, History, Science, and so on (Erbolatovna & Izbaskanovna, 2020). In addition to this, listening and speaking skills have a very important role in one's communication in everyday life (Ngiwline & Haruansong, 2020). At this stage, *maharah al-kalam* or speaking skills is a basic aspect of language in communication.

The positive impact of the pandemic is that it teaches people to always improve their creativity and innovation in various fields, including learning and teaching. This field is no less important in advancing and educating the nation's generation. During the pandemic,

learning and teaching are shifted online. Not much different from post-pandemic, they are also still implementing an online system even though several institutions are implementing hybrid learning or blended learning (Xiao et al., 2020). Even hybrid learning is still being implemented today.

The existence of the online system requires teachers to use media in distance learning (Albashtawi & Al Bataineh, 2020). One of the media used and studied by the author is Google Meet. This application is made by Google that can be used to meet face-to-face with other people through video conference (Al-Maroof et al., 2020). This is very helpful for teachers in delivering material in real time to students so that students do not feel afraid to lose their learning period directly during a pandemic.

Process or Implementation of Google Meet in Online Learning at Arabic Speaking Skill or *Maharah al-Kalam* in the PBA FAI-UMM

Arabic speaking skill or *maharah al-kalam* is one of the active language skills which requires a lot of practice in terms of the application of speaking, not just being seen and understood. So that during this pandemic period, media is also needed that can channel practical speaking activities between one person and another, between teachers and students, as well as between students themselves. Google Meet is one of the media used by Arabic speaking skill or *maharah al-kalam* teachers (Kalam 3) at the Arabic Language Education Study Program, Faculty of Islamic Studies, The University of Muhammadiyah Malang which is applied in online Learning. *Kalam* 3 is a series of Kalam 1-4 courses which are intended for students taking the third semester.

The use of Google Meet starts with creating a link for students to join in learning, but before creating a link, of course, they already have an email account in Gmail (Acemyan et al., 2018). So that after the email account is formed it is easy to create links on Google Meet (Haghighi et al., 2020). The use of Google Meet in *Kalam* 3 learning begins with the creation of a meeting link. After the link has been formed, the teacher shares the link in the Whatsapp group for the *Kalam* 3 course according to the scheduled lecture schedule.

The students join in the meeting that has been formed. The teacher starts the lecture by reviewing the material at the previous meeting, then proceeds to start the material on that day by asking the students who are on duty or called presenters on that day to present a predetermined theme in turn guided by a moderator. The themes raised relate to themes that are closely related to daily life such as universities, religion, health, technology, and so on.

Meanwhile, students who are not on duty that day, or what we call audiences listen to what the presenters have to say. After the presentation ended, a question and an answer session was held between the presenters and the audience. Audiences can ask questions directly by turning on audio or writing in the Google Meet chat field. The question-and-answer atmosphere is quite effective in accommodating the practice of speaking in Arabic even though it is in a virtual conference atmosphere. At the end of the meeting, the teacher adds material that has not been understood and understood by the students.

In addition to presentation activities, in the Kalam 3 course, mini-shows were also held in the form of *qira'ah al-syi'ir* (reading poetry), *khitabah* (speech), and *qira'ah al-akhbar* (reading news) which been divided into several groups. The purpose of this mini-show is to increase students' confidence in the art of speaking Arabic. So, this online Kalam 3 class doesn't lose the chance to practice Arabic by not only focusing on science but also art framed in the use of Arabic through Google Meet. Plus, it can also build a sense of togetherness emotionally, socially, culturally, and so on.

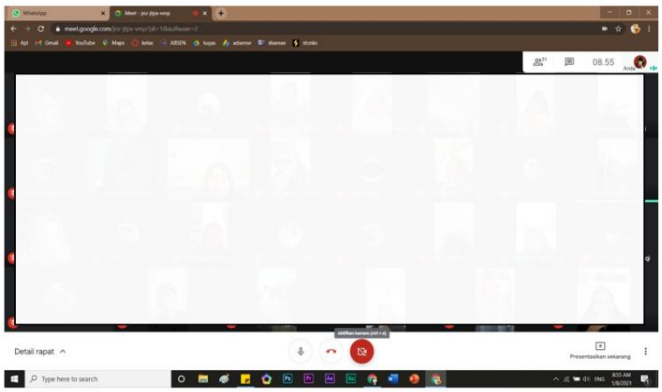


Figure 1. Learning to use Google Meet

Figure 1 describes the online *maharah al-kalam* learning process using Google Meet. The learning was attended by students of the Arabic Language Education Study Program, Faculty of Islamic Studies, University of Muhammadiyah Malang who programmed the Kalam 3 course.

Advantages and Disadvantages of Using Google Meet in Online Learning at Arabic Speaking Skill or *Maharah al-Kalam* in the PBA FAI-UMM

Google Meet is one of the media that can be used to meet face-to-face through online video conferences (Gao et al., 2025), whether used in terms of work, business, organization, education, and so on. This media is seen as able to be used for many things, such as meetings, discussions, dakwah, competitions, teaching, friendship, and many other things. However, this Google Meet has advantages and disadvantages when applied to Kalam 3 learning at the Arabic Language Education Study Program, Faculty of Islamic Studies, University of Muhammadiyah Malang.

The advantages of Google Meet in learning Kalam 3 in the PBA study program FAI-UMM are technical and

non-technical, which are described below, firstly, it is not limited in time, users are free to use Google Meet without any time limit as well as other media which has a time limit of 40 minutes. As stated by AY, one of the students who took the Kalam 3 course:

"The advantages of Google meet for learning Kalam 3, among which are opening opportunities for all students to talk about the themes provided in Kalam 3 because it does not have a time limit".

LM, MH, and RAA (students who took the Kalam 3 course) added: *"Unlimited time, so that learning occurs to the maximum". "The time is not limited, there are several features to help explain the material".* And *"the advantage of Google Meet is that it makes learning longer (there is no end like Zoom, especially Zoom accounts are widely used that are not premium)"*.

The absence of time constraints allows for maximum learning in Kalam 3 because the conference is unlimited. Learning does not stop in the middle of the teaching and learning process due to limited duration and the need to repeatedly join the meeting. This approach is particularly suitable for the Kalam 3 course, which requires time and focus for practice and training in speaking Arabic. Many students lose their train of thought when speaking, leading to forgetfulness and a decline in motivation and mood.

Second, the convenience when joining Google Meet. As stated by TH (student who took the Kalam 3 course): *"The ease of using Google Meet is the ease of entering a meet"*.

The convenience of entering a virtual meeting room is one of the advantages of Google Meet itself, the use of a short join link also adds to the ease of entering Google Meet, which can be said to be user-friendly. In addition to that, the join link also functions for the login password. Because sometimes not all users who want to join a meeting can access the link easily, but because the link on Google Meet doubles up so users can type in the password code manually.

Third, the Google Meet application is not paid or free and only requires a data package when you want to use it, especially those that act as hosts. Because the host does not need to buy a Google Meet account on the marketplace for its use. These three items are the advantages of the Google Meet media itself, making it easier for users to use the Google Meet application for needs that are tailored to the needs of each individual.

Apart from these three items, there are also other advantages of Google Meet in technical terms such as HD resolution video display (Basilaia et al., 2020), whiteboard feature, varied display options, can accommodate 100 participants. (Juniartini & Rasna, 2020). From a non-technical perspective, the advantage of distance learning in the *Kalam* 3 course using Google Meet is that you can learn anywhere, in other words, you can find a strategic place anywhere to do learning that doesn't have to stay in one place (not necessarily on campus).

Meanwhile, the disadvantages of Google Meet in learning Kalam 3 in the PBA FAI-UMM are also technical and non-technical, such as internet and signal networks. Some students sometimes experience network and signal disturbances during learning. As stated by AS, MK, and RAA (students who take the Kalam 3 course):

"*Frequent network interruptions and more difficult for me". "If the network is not supportive, then learning is very disrupted". And "the network is constrained, especially if the weather is not good*".

AMZ, LMN, and ASB (students who took the Kalam 3 course):

"*When the signal is less supportive so that it hinders learning". "Maybe because the google meet signal is too heavy so when the signal is not good, it makes the video stutter, and when you want to re-enter it is very difficult". And "the lack of Google Meet in learning maharah kalam is in the signal that sometimes troubles*".

The existence of an internet network and an unstable signal makes learning a little disrupted for both teachers and students. So if this happens to the teacher, it can cut off the delivery of material both when explaining the material and when sharing the material screen. It is not much different if this is experienced by students, they will be a little behind in some material because the video is paused or even leaves the meeting. And for those who are in charge of presenting the results of speaking practice, the delivery is disrupted and a little time is wasted.

Second, quotas. Quotas are one of the shortcomings that some lecture participants have complained about. As stated by TH and AY: "*The disadvantage of Google Meet for learning Kalam 3 is that it uses more quota than other applications*". And "*too draining of data so that when lectures often go in and out of the room*".

Google Meet does not provide data-friendly services, so the quota needed to access this application is also not small compared to other applications (Christiani & Pujianto, 2022). However, students themselves are facilitated by data packages by the government during distance learning, so that students are not too burdened by the use of these quotas.

Other disadvantages in technical terms such as requiring stable internet network connectivity and not all features being open source (Bezus et al., 2021). In addition, there are shortcomings in the use of Google Meet in Kalam 3 learning in non-technical terms such as the use of other applications that are more frequent in learning making Google Meet a bit foreign, preferring face-to-face learning to distance learning, some students sometimes also feel lazy when learning takes place because they feel that Arabic speaking skill or *maharah kalam*, which is supposed to be learning in person or face-to-face, becomes virtual, in

addition, when learning is done online the material will be a little difficult to understand.

Arabic speaking skill or *maharah al-kalam* is an active skill that requires a lot of practice. Of course, speaking practice requires continuous training to support the active use of the Arabic language. Therefore, it requires tools for its implementation, both offline and online, whether synchronous or asynchronous. Google Meet, as one of the video conferencing applications that can be used for online distance learning in Arabic speaking skill or *maharah al-kalam* with its various advantages and disadvantages, can be one solution for online learning.

Discussion

The rapid digitalization of education has transformed learning methods worldwide, making synchronous online learning platforms a necessity. Online learning is no longer merely an alternative; rather, it has become a crucial pillar for ensuring academic continuity at all levels of education. Through the integration of interactive technology, educational institutions can overcome geographical and time-related barriers while providing greater flexibility for both educators and students or learners. However, the success of this system depends heavily on the technical capabilities and interactive features of the video communication platform.

Online learning requires rapid technological adaptation in educational settings, particularly when it comes to providing interactive virtual classrooms. One of the video conferencing platforms most frequently relied upon by educators and students is Google Meet (Ironsi, 2022). The use of this platform is considered highly efficient in facilitating long-distance communication, the delivery of materials, Q&A sessions, and group presentations through its screen-sharing feature. Google Meet's simple and accessible design makes it more practical than some similar applications.

In addition, Google Meet has become one of the most widely adopted online learning platforms due to its high accessibility and user-friendly interface. Research shows that Google Meet significantly facilitates real-time interaction between instructors and students, which in turn helps maintain academic engagement during remote classes. Essential features such as screen sharing, breakout rooms, a chat box, and automatic integration with Google Workspace make it easy to present material and collaborate in groups instantly (Hasbullah et al., 2022). The ease of access via both mobile and desktop devices—without the need for complicated app installations—is also a key factor in the high level of student satisfaction and acceptance of this platform.

This is consistent with the theory of social constructivism popularized by Lev Vygotsky, which emphasizes that an individual's cognitive development cannot be separated from social interaction and the surrounding cultural context. In Vygotsky's view, knowledge is actively constructed through collaboration, dialogue, and the negotiation of meaning among individuals (Rugaiyah & Ariyanto, 2025). Key concepts such as the Zone of Proximal Development (ZPD) suggest that learning is most effective when students interact with more capable peers or educators who provide gradual support (Nugrahani et al., 2026). In today's digital age, these spaces for social interaction are shifting from physical classrooms to virtual spaces.

In general, the use of Google Meet can help improve students' speaking skills. When analyzed from a descriptive perspective, the effectiveness of this platform is firmly rooted in the theory of social constructivism popularized by Vygotsky (Nisa et al., 2024). From this perspective, language is not acquired through passive transmission but is actively constructed by learners through social interaction in meaningful contexts.

The real-time communication features on Google Meet facilitate the creation of a digital space for dialogue that enables the negotiation of meaning between learners and educators, as well as among learners themselves. Interactive activities such as oral presentations, discussions, and mini-shows in Arabic on this platform provide learners with opportunities to practice their speaking skills in real time while reflecting on their language performance.

Google Meet provides a digital environment that supports situational learning (Mir et al., 2025), in which learners are encouraged to build language knowledge independently through task-based speaking practice. Through dynamic virtual face-to-face interactions, students not only produce speech but also cognitively process input and feedback from their conversation partners in real time. This interactive activity helps shift the learner's role from that of a passive recipient of information to that of an active agent who constructs their own phonetic, semantic, and pragmatic understanding.

This is also consistent with the findings from interviews with informants, who noted that the use of the Google Meet platform can increase learner engagement and is not limited to just a few individuals; rather, many learners feel more confident speaking Arabic through this online platform. Thus, Google Meet serves not merely as a medium for delivering content, but as a learning environment that stimulates learners' cognitive development and productive oral proficiency.

The Kalam 3 course focuses not only on academic content but also on non-academic content. In the sessions leading up to the midterm exam, students present texts on themes closely related to their daily lives. Students individually compose Arabic texts based on predetermined themes. The text that had been prepared was then presented to other students enrolled in the same course. After the presentation, a question-and-answer session was held between the presenter and the audience. The purpose of this was to encourage as many audience

members—or students—as possible to ask questions in Arabic. This activity does not focus on just one language skill; rather, it helps students develop many skills, such as speaking, writing, and listening.

Meanwhile, activities following the midterm exams focused on students' abilities in the form of mini-shows or simple performances. There were three performance categories: poetry, speeches, and news readings, all of which were presented in Arabic. Each category had its own specific themes to be presented. As a result, this mini-show serves as a platform for students to gain the confidence to showcase their individual skills, talents, and abilities in the categories commonly featured in intercollegiate language competitions—whether at the local, regional, national, or international levels.

The Google Meet platform can support the activities conducted in the "Kalam 3" course virtually without compromising the essence of the course's objectives, despite the platform's advantages and disadvantages, as discussed earlier.

CONCLUSION

The impact of COVID-19 has been felt in all aspects of life, including teaching and learning. Google Meet is an alternative solution for online learning in the *Kalam* 3 course. The existence of learning using Google Meet makes Kalam 3 not lose the spirit of learning in it in the form of direct speaking practice not only limited to theory because of the existing features Kalam 3 learning can take place with good, such as presentations and question and answer activities as well as mini shows that can be displayed using Google Meet. However, this application certainly has advantages and disadvantages in the continuity of learning Kalam 3 both in the form of technical and non-technical.

Advantages in terms of technical aspects such as no time limit, user friendly, free of charge, HD resolution video display, whiteboard feature, varied display options, can accommodate 100 participants, and so on. Meanwhile, non-technical advantages such as learning can be done anywhere without having to be in the same place at every meeting. As for the disadvantages in technical terms such as the internet network and the signal must be stable, the use of many quotas or data packages, not all features are open source, and so on. Meanwhile, from a non-technical perspective, in the form of using other applications more often than Google Meet, there is a feeling of laziness because learning takes place online, material that has not been absorbed by students optimally due to existing constraints, and others.

Acknowledgements

We would like to express our gratitude to all parties who have supported the completion of this research, enabling this article to contribute to the academic world, particularly in the use of online conference-based media.

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