
Washback effects of Google Meet automatic caption feature in assessing students' pronunciation

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Abstract

The utilisation of technology in assessing speaking tests is not a novel concept. Conducting an analysis of the washback effect should be done following the implementation of the assessment. This research study aimed at finding the washback effects of the use of the Google Meet automatic caption feature in assessing students' pronunciation skill. A mixed-method was employed with the embedded case study as the research design. The instrument was a survey questionnaire designed with a four-point Likert scale. It was distributed to 63 students in English subject from the first semester of Management study program in Universitas Tidar, Magelang which were selected using the purposive sampling. A descriptive statistics analysis was used to analyze the results of the questionnaire. To strengthen the data, a semi-structured interview was conducted to gain more accurate descriptive data. It was found that there are three pedagogical dimensions of washback effects: students' attitudes, motivation, and pronunciation awareness. Based on these results, further research on the feature's accurateness in captioning is highly suggested.

Keywords: Automatic caption; google Meet; washback effects

INTRODUCTION

Online learning has brought about new concerns in relation to the outcome of the teaching and learning process. It cannot be denied that online learning has created a lot of opportunities for development in teaching and learning process (Beasy et al., 2021). It is proved that online learning setting has a significant positive impact on students' learning behavior in which they become more discipline and interactive (Chang et al., 2021). In addition, online learning has also changed students' viewpoints about teachers' roles in the teaching and learning process. After experiencing online learning, students now regard teachers more as a facilitator instead of a main source of information (Borup et al., 2019). Even so, all these unexpected benefits could not completely compensate the downsides of online learning (Hammerstein et al., 2021).

Many countries report the occurrence of learning loss as the drawback of online learning (Donnelly & Patrinos, 2021). The term 'learning loss' is usually defined as any specific or general loss of knowledge and skills due to lengthy period of breaks in a student's education. In the Netherlands, for example, despite the relatively short period of online learning (8 weeks) and the availability of broadband internet access, students were found to make little or even no progress while learning from home (Engzell et al., 2021). This condition could get worse for students from disadvantaged homes with low-income or low parental education, leading to increasing gaps in their learning (Schoorman et al., 2021). In addition, it is reported that younger students were more vulnerable to learning loss due to their undeveloped capability of self-regulated learning.

The same cases happened in English as a Foreign Language (EFL) classes in Universitas Tidar. Based on the writers' observation, learning loss has caused the students to lose academic learning as shown in their daily performance. In Writing courses, for instance, they found it difficult to develop their ideas into cohesive and coherent essay, and even worse, they made a lot of mistakes in terms of basic grammar. In Speaking courses, it was hard for them to find the correct vocabulary to express their thought. Not only that, but they also mispronounced a lot of words in their speaking. For these two productive skills, writing and speaking (including pronunciation), online learning did not seem to be effective to facilitate students' learning due to many factors such as less motivation and low intensity of feedbacks given by the teachers (Nugraha & Listyani, 2022).

It is in line that speaking is the most important skill to acquire when learning a second or foreign language as a means of effective communication, yet it is difficult to master. Speaking presents considerable difficulties for a number of language students (Akkakoson, 2016; Derakhshan et al., 2016; Riasati, 2018). These restrictions may be related to certain aspects, namely precision and fluency. Accuracy refers to the use of precise and comprehensive language when communicating. According to Bell and Gower (2023), accuracy encompasses the correct use of vocabulary, grammar, and pronunciation. Learners should also be fluent by speaking in a way that is easily understood by their listeners, thereby preventing communication breakdown, in order to improve their accuracy (Hughes, 2002).

It is suggested that pronunciation aids both accuracy and fluency in oral communication (Suzuki & Kormos, 2019). Even if students make grammatical or lexical errors, they can still communicate effectively if they produce language with correct pronunciation and intonation. In fact, the most serious error that EFL/ESL learners make during communication is associated with pronunciation, not grammar or vocabulary (Gilakjani et al., 2011). Similarly, Yates (2017) defines pronunciation as the process of sound production used to create meaning. Therefore, pronunciation refers to the manner in which a language is spoken in order to convey meaning.

To overcome such problems, particularly in terms of learning loss in students' pronunciation skills due to the limited feedback given by teachers, a study in 2021 had been conducted by the writers to find out a Mobile-Assisted Language Learning (MALL) media to help facilitate not only the teaching and

learning process of pronunciation, but also the assessment process. In that study, the writers tried to use the automatic caption feature on Google Meet as a media to assist students in their online pronunciation learning and teachers in the assessment process. The study confirmed that this media could increase students' autonomy during online pronunciation learning since this automatic caption feature has a very sensitive system in transforming sounds to written forms and is capable of substituting a word either to a meaningless one if the speaker pronounces the word unclearly or to the nearest word if the speaker mispronounces the word. In addition, teachers agreed that this MALL media has the potential to be further explored to help them in assessing pronunciation.

After being implemented to students, particularly in the assessment phase of pronunciation skills, there should be an evaluation in relation to the washback effect of using this automatic caption feature on Google Meet. Washback is the effect of testing on language teaching and learning. It could be either positive or negative depending on whether the test leads to an improvement or inhibition in learning (Hughes, 2002). If the effects are positive, the test could be continuously used; however, if the effects proved negative, there must be some measures taken to change the testing scheme. Analyzing the washback effect of a language test is so important that it should be carried out after the implementation of the test.

Using technology in assessing speaking is not something new. Zhan and Wan (2016) conducted a computer-based English listening and speaking test. It draws a positive washback by the students in terms of their views, preparations, and test processes. Morales and Fernandez (2020) also found speaking washback effects of board-based speaking tests. They identify that one of which, is a strong washback effect on learners' proficiency level.

Considering the importance of analyzing the washback effect of the MALL media that the writers had implemented in their previous study to assess students' performance in their pronunciation class, this current study aimed to analyze the washback effect of automatic caption feature on Google Meet on the results of students' pronunciation test. This study is guided by the following research question: What are the washback effects of the use of automatic caption feature on Google Meet as a tool in assessing students' pronunciation?

The findings of this study are expected to give positive contribution the area of pronunciation learning and testing. Students could have another alternative in developing their pronunciation skills, and teachers could make use of this innovation to make the assessment process of pronunciation effective and efficient.

METHOD

Research site and participants

This research study was taken from two classes of the first semester from Management Study Program of Universitas Tidar, Magelang. The participants were chosen using purposive sampling technique in accordance to the research study's needs. There were 63 participants included in this research with 33 students in class 1 and 30 students in class 2 which the demographic information can be seen in the following table:

Table 1. Students' Demographic Information

Criteria	Total
Male Students	27
Female Students	36
Android Users	60
IOS Users	3

These students were in the English course. The reason of choosing these classes was because the course's objective focused on the students' speaking performance in which the Google Meet Automatic Caption feature was applied in the teaching and learning process.

Research method

The mixed-method was chosen in this research study as there were both qualitative and quantitative data. The embedded case study design (Edmonds & Kennedy, 2020) was applied as a means to explore a phenomenon within its real-world context. Yin (2018) supports that the term embedded means as gathering data from various sources regardless the method used. The following figure is the design that was used in this research study:

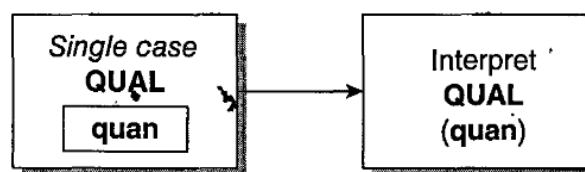


Figure 1. The Embedded Case Study Design

The word "QUAL" here means that the qualitative data was set as the primary data. Oppositely, the word "quan" means that the quantitative data was set as the secondary data. QUAL data plays as the emphasis, while the quan data provides a qualitative role to the qualitative findings.

Data collection and analysis techniques

Since the data were qualitative and quantitative, there were two data collection and analysis techniques. Firstly, the writers observed students by testing them to speak about 3 minutes in front of the class talking about their favourite thing. During the performance, we asked them to use their smartphone and join the google meet room. After that, the students turned the microphone on while the feature of the automatic caption in English was activated. We also recorded the meeting using OBS Studio software. All of the performance were recorded and written in the form of field notes.

To bolster the qualitative data, a semi-structured interview was done to establish the washback effect encountered by the participants. This was done in order to gain more accurate descriptive data. A total of 5 main questions were constructed with the focus on supporting the three pedagogical dimensions. Some additional extemporaneous questions were asked when it felt needed if more elaboration could be explored fur further analysis.

The result from the observation and interviews were analyzed qualitatively using the Interactive Model proposed by Miles and Huberman (2014). This model includes three stages namely data reduction, data display, and drawing

and verifying conclusions. In data reduction stage, the writers selected data that could meet with the research question and organized them into themes. Next, the selected data were then displayed in charts to draw meaning easier. Finally, these data were verified in the needs of validity of the conclusion drawn.

Secondly, to gain the quantitative data, a survey questionnaire designed with a four-point Likert scale was distributed to the participants. The questionnaire was constructed based on two major parts. The first part was specifically designed for the participants' demographic data. The questions mainly asked about name, gender, and device. The second part consisted of 20 questions with three pedagogical dimensions concerned the students' attitudes, motivation, and pronunciation awareness related to the use of the Google Automatic Caption feature. All of the questions were validated using the Pearson Product Moment in which the Pearson correlation score of all questions were > 0.244 . Knowing the data was valid, it then was analyzed quantitatively using the descriptive statistics analysis.

Ethical consideration

Because this study needed participants' scores and personal opinions, the writers had obtained their consent before conducting the study. In addition, to ensuring the privacy of their data, the writers ensured that the participants' information would not be linked to them. As a result, pseudonyms were utilized for both data collection techniques.

RESULTS AND DISCUSSION

Washback effects of the use of automatic caption feature on Google Meet

To meet the answer of the research' question, the writers divide this section into three points which are affected by the use of google meet automatic caption feature in assessing pronunciation, namely students' 1) attitudes, 2) motivation, and 3) pronunciation awareness. The following table is the distribution of questions in the questionnaire:

Table 2. The Distribution of Questions

Issues	Question Number
Students' Attitudes	1, 2, 3, 5, 8, 10, 15
Students' Motivation	4, 9, 11, 19, 20
Students' Pronunciation Awareness	6, 7, 12, 13, 14, 16, 17, 18

We also strengthened the findings by adding some information from the interviews. Thus, further explanation on the findings is delivered in point-by-point.

Students' attitudes

The first issue that was influenced by the use of Google Meet automatic caption feature was the students' attitudes toward the feature. There were 7 questions distributed to the participants to find out how students' attitudes as the responds after using the automatic caption feature in their speaking performance. The result can be seen in Table 3.

Table 3. Answers on Students' Attitudes

Responds	Question 1	Question 2	Question 3	Question 5	Question 10	Question 15
Strongly Disagree	0	0	0	0	0	0
Disagree	1	14	5	13	5	2
Agree	27	27	31	35	35	29
Strongly Agree	35	22	27	15	23	32

Results from question 1 revealed that most students saw Google Meet automatic caption feature as a beneficial tool for learning English. There were 27 students agreed and 35 students strongly agreed that this feature is a helpful tool for learning English especially in the pronunciation aspect.

"I think this feature really helps me in correcting my wrong pronunciation." (Student 13)

There was, however, 1 student who disagreed with it. The student argued that:

"Honestly, this is quite a good tool, but I think it is a bit difficult to do by myself." (Student 8)

As things stand, his only problem was because he did not familiar enough to use this feature.

Move on to the question 2, it was about how students' focus when they used the feature while performing the speaking test. 27 students answered agree and 22 students answered strongly agree that the feature helped them to stay focus on their performance.

"It helps me a lot; It makes me speak slowly because I want to pronounce every word correctly." (Student 7)

However, 14 students thought that the feature, oppositely, made them to not focus on their performance. Rather, they felt to be aware of the caption on the screen whether they mispronounced the word or not. In the interview, one of the 14 students said:

"In my opinion, I can't focus on my performance and audience but I focus on the subtitle." (Student 17)

Moreover, another student added:

"I can't focus with words that I want to say because I am afraid that I will speak it wrongly on the caption." (Student 5)

Other students who answered disagree had almost the same reasons. The feature was distracting them while they performed the spoken test.

In question 3, we tried to find out about how Google Meet automatic caption feature was seen as media. Here, 31 students agreed that the feature

was much effective to be used. It was also supported by 27 other students who answered strongly agree.

“I think using Google Meet auto caption is very easy to use and get understand with materials that we have.” (Student 24)

Yet, there were still 5 students who did not think that this feature was not the media for them to learn English. One of the 5 students argued:

“Maybe, it is because the feature cannot receive the sound too detail. I did not think mispronounce the word. Yet, it is still captioned differently.” (Student 41)

Other students also stated that sometimes the feature did not catch the word even when they pronounced it loudly. This was the main reason for those 5 students to disagree that the feature in Google Meet did not meet their expectation to be used as learning media.

On to the next one, in question 5 we tried to find out if the feature could make learning pronunciation more interesting. As we can see in figure 2, there were 27 students agreed and 34 students strongly agree. Most of them stated that it was an interesting feature because it was a new thing for them. However, there were 2 students who did not think the same; 1 student disagreed and 1 student strongly disagree. We were very curious with the person who chose strongly disagree. He was not interested in using this feature because it made him very nervous. Furthermore, he frequently found that the feature did not work well with his device.

“Every time I try, Google Meet will detect differently with what I said. My phone doesn’t seem capture the sound correctly. When I try using my friend’s phone, I put too much focus on the subtitle in Google Meet, and get nervous and lost confidence. I don’t think I will use it after.” (Student 41)

Next, in question 8, we also tried to look at if the use of Google Meet auto caption feature could minimize the students’ fear when speaking in front of the class. 35 students agreed and 15 students strongly agreed that the feature could minimize their fright.

“In my opinion, I can be more prepared because in my practice, I can correct my pronunciation.” (Student 47)

13 students, on the other hand, felt that the use of the feature caused them to have more anxiety. They were interested in using the feature, but, at the same time, it also increased their anxiety and nervousness.

“Yes, my perspective in using the feature is good and interesting, but it also makes me more nervous whenever there is a mispronunciation.” (Student 5)

The next one is question 10. It asked the students about their comfort in using the feature. Here, 35 students agreed and 23 students strongly agreed that it could facilitate them to speak comfortably. There were still 5 students who did not think the same. One of them argued that it had no difference in terms of his feeling when using the feature. He, however, claimed that it was a useful feature to use.

The last question related to students' attitude is from question number 15. Here, we wanted to know if the feature was interesting enough for the students. Out of 63 students, only 2 students who felt that it was not attractive enough. Both of the claimed that it was not that simple to use because the phone should be good to maximize the use of the feature. The rests of the students, 29 students who stated agree and 32 students who stated strongly agree, thought that the this new-feature-for-them appeared to be quite interesting.

Students' Motivation

There were 5 questions distributed to the students to find out how students' motivation was affected by the use of Google Meet auto caption feature. The result is shown in Table 4:

Table 4. Answers on Students' Motivation

Responds	Question 4	Question 9	Question 11	Question 19	Question 20
Strongly Disagree	2	0	0	0	0
Disagree	6	10	5	7	8
Agree	35	24	32	38	34
Strongly Agree	20	29	26	18	21

The first one is question number 4. It was about the students' anxiety in pronunciation while using the feature in front of the class. There were 35 students who agreed and 20 students who strongly agreed that when they used the feature, it could help them reduce their anxiety in pronunciation. It could be said that most of the students were not too nervous when performing the spoken test in front of the class. However, there still some students who did not think that the feature helped them decrease the anxiety. 6 students disagreed and 2 students strongly disagreed with it. They argued that they became a bit panic when they knew they made mistake in pronouncing some words.

"I'm somewhat confused with my self whenever I make mispronounce the word. I totally forget what I have to say next because I see that I make mispronounce the word." (Student 35)

Thus, not all students got the benefit of using the feature in terms of their anxiety.

The next one is question number 9. We tried to explore if the use of the feature could take out students' boredom while learning English especially in pronunciation. Most of the students were new with the feature; they did not realize that Google Meet had this kind of feature. The result of this question is 29 students in strongly agree, 24 students in agree, and 10 students in disagree. Most of them felt that using this feature was quite attractive.

“It’s a great and interesting feature. I did not know that I can use Google Meet in a way like this.” (Student 14)

10 students who were in disagree told us that they had bad signal. Because using the feature in Google Meet must have a good internet connection, this became a serious issue for them. One of the students argued:

“Because I don’t have a good signal, it sometimes misleads the words. I have spoken one sentence, yet, the caption there is still only in some words.” (Student 7)

As a result, the poor signal made them to have less interest in continuing using the feature.

Question number 11 is the next question related to students’ motivation. This question was about the increase of students’ motivation to speak English more in the class after using the feature. 32 students agreed and 26 students strongly agreed that they felt to be more prepared in speaking English more in the class. The feature could be direct feedback for them in correcting their pronunciation. One student said:

“After I know this feature, I tried to practice my speaking skill in my house. I can get to know which word I should practice more.” (Student 15)

It proves that they were motivated to use English more in the class because they had the preparation first. Nevertheless, some students thought that they still struggled to speak English in the class. A total of 5 students in disagree, generally, had the same reason: They were afraid of making mistakes in speaking English while in the class. Furthermore, they did not get any benefits from using the feature. One of the students argued:

“I was trying to pronounce a word correctly, yet it still was not captioned accordingly. I think the detail of the sound captured by this feature needs to be improved.” (Student 7)

It was found that the student’s device was kind of an old-android smartphone. When we asked her to use her friend’s phone, which was an iPhone 13, it quite worked well. In that case, the feature would be worthless if the students did not have a sufficient device.

The fourth is from question number 19. This one was to find out the students’ confidence in speaking English after using the feature. Most of the students with 38 students in agreement and 18 students in strongly agreement had more confident in their speaking performance after using Google Meet automatic caption feature. These students felt that practicing speaking using this feature before having the test was quite helpful. The feature helped them to find the correct pronunciation as it was mentioned by one of the students:

“I can check my pronunciation before (having the test). It helps me to correct my mispronunciation. I kind of feeling more confident.” (Student 15)

On the other hands, some students, 7 students who disagreed with, felt that there was no difference between using the feature and not using it. They still struggled in pronouncing some unfamiliar words. Moreover, one of the students said that he had better practice using google translate to find out how to pronounce the word correctly. As a result, their confidence was not affected by the use of Google Meet automatic caption feature.

The last one is from question number 20. Here, the students were asked if they had the motivation to use the feature in learning English in the future or not. The table above shows that 34 students agreed and 21 students strongly agreed that they would use Google Meet automatic caption feature in their future English learning. When we asked why, one student there said:

“I will use it in the future because it is very easy and very helpful application to learn English. Moreover, it is also free.” (Student 3)

Still, there were 8 students who would not use it in their future English learning. They thought that there were other more beneficial applications.

“I prefer to use Google Translate when I find unfamiliar words. I can check the Indonesian translation and also how to pronounce it as well.” (Student 41)

Although they might not use the feature in their future English learning, they admitted that Google Meet automatic caption feature could be a good tool for helping someone learn English.

Students’ pronunciation awareness

The last pedagogical dimension that was affected by the use of the Google Meet automatic caption feature was the students’ pronunciation awareness. It was the most affected pedagogical dimension. There were 8 questions given to the students to find out on how their pronunciation awareness was affected. The result from the questionnaire can be seen in Table 5:

Table 5. Answers on Students’ Pronunciation Awareness

Responds	Question 6	Question 7	Question 12	Question 13	Question 14	Question 16	Question 17	Question 18
Strongly Disagree	0	0	0	0	1	0	0	0
Disagree	1	5	8	2	2	4	3	7
Agree	22	30	35	40	33	28	27	14
Strongly Agree	40	28	20	21	27	31	33	22

The first one was question number 6. The students were asked if the feature could help them learn pronunciation better. In this question, the result was almost all students had the same opinion. They were in agreement that they had better comprehension in pronunciation after using Google Meet automatic caption feature. With 22 students agreed and 40 students strongly agreed, the feature assisted them to pronounce words correctly. Only 1 student disagreed

and did not feel that the feature could help him in understanding pronunciation better. He argued that the feature was very dependant on the device quality, especially its microphone. Thus, it was not an impressive experience for him in having Google Meet automatic caption feature in his English learning.

Secondly, question number 7 was constructed to see if the feature made them to correct their pronunciation. It can be seen in the table above that there were 30 students and 28 students who agreed and strongly agreed with the Google Meet automatic caption feature to help them in correcting their pronunciation. One of the students stated:

“Yes, I am trying to improve the way I speak, and increase my understanding of English vocabulary. I also try to correct every mispronunciation that I make.” (Student 37)

Although most of the students experienced in a positive way, there were still 5 students who did not think the same way. Most of these students argued that they found difficulties in trying to correct their pronunciation.

“I have tried to correct my pronunciation but it is very hard to do sometimes. For example, I say a ‘guy’ but it is captioned ‘gay’. I do not know why (laugh).” (Student 43)

The next one was from question number 12. While using the feature in the speaking test, we would like to know if the feature was able to help students organize the ideas when they performed. Based on the figure above, it can be seen that 35 students agreed and 20 students strongly agreed that Google Meet automatic caption feature can help them to organize ideas while speaking in English. This because they had preparation first before performing in front of the class. Furthermore, they were also aware of the unfamiliar words; it happened when they mispronounced certain words that they did not know before on how to pronounce the words. On the other hand, 8 students disagreed with the other students. They argued that the use of Google Meet automatic feature was only for correcting the pronunciation.

Question number 13 was the fourth question related to students’ pronunciation awareness. When we explained the feature to the students, we wanted to see if the feature could help them to increase new words to learn. There were 61 students out of 63 consisting of 40 students in agree and 21 students in strongly agree who admitted that they could learn new words when using the Google Meet automatic caption feature in their English learning. Not only learned new vocabularies, but they also knew on how to pronounce those words correctly. However, 2 students thought differently. In terms of learning new words, they argued only had knowledge on how to pronounce it in accordingly.

Next, in question number 14, it was about the improvement of the students’ pronunciation skill after using the feature. In this question, 50 students with 33 students answered agree and 27 students answered strongly agree. One student said:

“I think this feature really helps me in correcting my wrong pronunciation.” (Student 8)

These students also added that the feature really assisted them in finding pronunciation errors. However, it did not please all of the students. There were 3 students with 2 students answered disagree and 1 student answered strongly disagree. They argued that, once again, sometimes the caption did not match with the pronunciation that the student had spoken.

The students' speaking fluency was also assessed by asking them in question number 16. Out of 63 students, 31 students answered strongly agree, 28 students chose agree, and 4 students disagreed that the use of Google Meet automatic caption feature could help students improve their speaking fluency. The students who disagreed with argued that it was not the fluency which was improved, but the pronunciation was.

Move on to question number 17, we assessed the students if they could guess the way unfamiliar words pronounced. Here, 27 students agreed and 33 students strongly agreed that they were assisted by the use of the feature in helping the students to guess the correct pronunciation of unfamiliar words. However, there were 3 students who disagreed with it. We tried to ask one of them and he said:

“I like Google Translate more when I do not know how to pronounce the word.”

It is true that the feature does not provide any correct pronunciation but only captions the sound produced by the user.

Last, whether the feature could prevent students from going astray while speaking, it was asked in question number 18. There were 34 students and 22 students who agreed and strongly agreed that the feature could warn them from going wide of the mark. Meanwhile 7 students who chose disagree felt that they still went off the right track even when they used the feature. Mostly, they argued that it did not affect on the capability of organizing ideas but to correct mispronounced words.

From this point, we have found several findings from the analysis results. Most students have never used the automatic caption in their English learning, especially at improving the pronunciation skill. They did not know that Google Meet has such feature which is also free. There are three pedagogical aspects that were affected by the use of Google Meet automatic caption feature: students' attitudes, motivation, and pronunciation awareness.

Based on the findings, it is known that students had various washback experience in using the automatic caption feature in Google Meet. Alderson and Wall (1993) state that the influences of washback can be positive and negative. It is in line with what we have found in this research study. Both positive and negative washback effects are found within the students' attitudes, motivation, and pronunciation awareness.

First, the students' attitudes were affected by the use of the automatic caption feature in Google Meet. The speaking test in which the automatic caption was activated, resulted in both positive and negative washback effects in terms of students' attitudes toward the feature. Based on the findings, students saw the feature positively as it really helped them in correcting the mispronounced words. They also thought that the feature was a good and beneficial tool for learning English, especially for improving their pronunciation skill. However, negative washback effects were also found. Some of them felt that the feature was not good enough in captioning the sound produced by the students. Even more, to use the feature maximally, it requires a sufficient smartphone. It was proved that during the speaking test, students whose smartphones were old, especially in android, could not perform well because the caption was not accurate enough. On the other hand, students who had good smartphones, either android or IOS, had no real problems; the caption was rather accurate. Moreover, during the test, students' focus was distracted by the words that were not captioned accordingly. As a result, their eyes were not in the audience, but on the screen to check if his or her pronunciation was correct.

Secondly, positive and negative washback effects were also found related to students' motivation. In the positive side, students were very motivated in using the feature during their learning and preparation for the test. Most of them even had never used and known this feature before. As a result, they were very excited that a free-to-use tool could be used for improving their pronunciation skill. Moreover, most of them were encouraged to use the feature for their future English learning. However, negative washback effects were also found in which their motivation was affected. Their anxiety increased drastically during the test. Additionally, they also became so nervous and could not perform well whenever the caption showed different words from what should be. Thus, some students preferred to use the feature only at the preparation stage, not when they had the speaking test.

The last one was about students' pronunciation awareness. Positively, they became aware of the pronunciation. They did not randomly pronounce unfamiliar words during the test. They carefully pronounced the difficult-to-pronounce word. However, negatively, the use of Google Meet automatic caption feature during the speaking test could lead students into off the mark. It was because whenever the caption showed different word from what was intentionally pronounced, they became puzzled until they could correct the mispronounced words.

CONCLUSION

We believe that the use of the Google Meet automatic caption feature causes both positive and negative washback effects. Both effects are found in the three pedagogical dimensions: students' attitudes, motivation, and pronunciation awareness. It has proven that the use of the Google Meet automatic caption feature has very positive feedback by most students. Furthermore, this feature can also assist students to keep practicing how to pronounce words correctly. However, to use this feature maximally, it needs at least a good smartphone, especially for android smartphones.

There are some implications for the results of the study as well. Even though this study had certain limitations, surely, the Google Meet automatic caption feature can be a good choice for learning English pronunciation. We suggest for other teachers to promote students using this free-to-use feature for the EFL classroom environment. For the students, it is true that the miscaptions on mispronounced words can distract the focus and increase the level of nervousness and anxiety when practicing speaking but, it still is a good tool to use as an assistant of learning English pronunciation. For other writers, we suggest that further research on the feature's accurateness must be observed.

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