Students' Perception of Using Zoom Meetings for Online Learning in Teaching English Speaking Skills in Times of Covid-19

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ABSTRACT

This article examines students' perception of using Zoom Meeting for online learning in teaching English speaking skills. The qualitative descriptive method was used to find out students' perceptions related to the use of Zoom Meeting during learning speaking. The data was collected by creating a questionnaire consisting of 15 statements. The questionnaire was distributed via Google Form. The participants of this study were students of the English Education Department from Singaperbangsa Karawang University, which is selected randomly among about nine students from second-semester students. The result showed that the use of Zoom Meeting for online learning in teaching English speaking skills give positive and negative impacts. Zoom Meeting applications make them understand some speaking class learning materials easily. However, in the other case, most of the students were bored with implementing online classes and lost motivation to study during the COVID-19 pandemic only.

Keywords: zoom meeting, online learning, english speaking skill

ABSTRAK

Artikel ini mengkaji persepsi siswa tentang penggunaan *Zoom Meeting* untuk pembelajaran online dalam mengajarkan keterampilan berbicara bahasa Inggris. Metode deskriptif kualitatif digunakan untuk mengetahui persepsi siswa terkait penggunaan *Zoom Meeting* selama pembelajaran berbicara. Pengumpulan data dilakukan dengan membuat kuesioner yang terdiri dari 15 pernyataan. Kuesioner disebarkan melalui *Google Form*. Partisipan penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Singaperbangsa Karawang yang dipilih secara acak di antara sekitar sembilan mahasiswa semester dua. Hasil penelitian menunjukkan bahwa penggunaan *Zoom Meeting* untuk pembelajaran online dalam pengajaran keterampilan berbicara bahasa Inggris memberikan dampak positif dan negatif. Aplikasi *Zoom Meeting* memudahkan mereka memahami beberapa materi pembelajaran kelas speaking. Namun, di sisi lain, sebagian besar siswa merasa bosan dengan pelaksanaan kelas online dan kehilangan motivasi untuk belajar hanya di masa pandemi COVID-19.

Kata kunci: *zoom meeting*, pembelajaran online, keterampilan berbicara bahasa Inggris

INTRODUCTION

Speaking is one of the four macro skills required for efficient communication in any language, especially when speakers are not speaking their native tongue. English speaking skills should

be improved. These integrated skills will increase communication achievement with native English speakers and other members of the worldwide community, as English is universally utilized as a means of communication, especially in the digital world. Speaking is a productive skill that may be examined directly and empirically; these observations are invariably influenced by accuracy and fluency. (Brown, 2004). In addition, speaking is oral language to interact directly and immediately with others (Butler, Eignor, Jones, McNama &, Suomi, 2000, p. 2). Therefore, speaking skills could be the most important language skill to be used in communication.

Due to the COVID-19 pandemic, the implementation of online learning (e-learning) is a fundamental part of the learning process. Educational practices previously conducted in face-to-face activities have been discontinued to prevent the spread of the coronavirus. According to Alabbasi, D., & Ed, D (2018), e-learning has become the conventional method of the learning process in universities opposing the traditional methods. Online learning needs an application as a bridge between lecturers and students, such as Whatsapp, Google Classroom, Skype, Zoom Meeting, and other applications that support the learning process (Fitriyani, Febriyeni, & Kamsi, 2020). Guzacheva (2020) stated that one of the technologies often used today is the online video conference application via Zoom Meeting, which functions as a communication tool that, according to educators or teachers, is easier to use than other online video conference applications.

The impact of COVID-19 is that many students need a basic understanding of speaking, including how to pronounce words correctly, talk fluently, and other factors. Due to the language's complexity, students may find it difficult to develop robust EFL English speaking skills (Nunan, Second Language Teaching & Learning, 1999). The differences between English and the native tongue cause discomfort when speaking the new language in front of others (Ellis, 2008) and a lack of opportunities to practice the language often and in a variety of situations. Therefore, teachers can use the Zoom Meeting application to teach English, especially teaching speaking. Zoom application is a software (platform) created by Eric Yuan that functions as a communication medium in written, spoken, and video that offers several useful and low cost and user-friendly features that suit your needs (Hrincirik, 2018). Zoom includes an automatic activity recording feature that may be used to create activity documents that can be accessed or played back later if needed. Zoom offers various advantages over other applications, one of which is that it has the ability to bridge space, time, and students' flexibility time in their learning process.

Various studies have been conducted on the role of online applications in English language skills. Kabilan, Ahmad, & Abidin (2010) stated that students believe FB can be used as a platform to facilitate learning English. At the same time, students have been shown to learn English vocabulary more effectively by playing online games (Ashraf, Motlagh, & Salami, 2014). Another research is about the internet as a powerful, precise, and accurate resource bank and tool for foreign language teaching (Arikan, 2014), such as reading online content (Park & Kim, 2017).

Based on these previous studies, several English learning processes have been beneficial in increasing English language skills, such as vocabulary mastery and reading skills. However, the implementation of online applications in teaching and learning speaking skills has not been thoroughly explored. Therefore, this study aims to show students' perception of one of the online applications (Zoom Meeting)that can be used to teach and learn English speaking skills.

ONLINE LEARNING

The term online learning has a lot of different definitions. According to Urdan & Weggen (2000), online learning refers to web-based training, e-learning, distributed learning, Internet-based learning, web-based instruction, cyberlearning, virtual learning, or net-based learning. It is a subtype of distance learning covering various technological applications and methods, including virtual classrooms, computer-based learning, web-based learning, and digital collaborations. This concept includes all electronic media, such as the internet, intranets, extranets, satellite broadcasts, audio/videotapes, interactive TVs, and CD-ROMs, for delivering course content.

The implementation of online learning (e-learning) is currently a fundamental part of the learning process for colleges and schools in the last decade. Higher Education Funding According to the Council of England (2005), e-learning is an information and communication technology used to support students in improving their learning. In addition, Alabbasi, D., & Ed, D (2018) defined that e-learning has become the conventional learning process in universities opposing the traditional methods. This happens because technology is developing rapidly, and people's skills increase in utilizing this technology. However, the rapid development of technology is not the only one factor in the implementation of e-learning.

ENGLISH SPEAKING SKILL

The language is a set of arbitrary verbal symbols that allow all people of a culture, or those who have learned the culture's system, to communicate and interact. Speaking refers to the act of conveying information via the use of words. In addition, Brown (2004) states that speaking is an action that allows us to communicate our thoughts and feelings verbally. It's one of the four macro skills required for efficient communication in any language, especially when speakers aren't speaking their native tongue. Speaking is necessary because it is mainly used to communicate internationally. Especially in second language learning, some researchers believe that speaking is the most crucial skill for business and government workers operating in the field and that it is the heart of second language learning (Egan, 1999). The differences between English and the native tongue cause discomfort when speaking the new language in front of others (Ellis, 2008) and a lack of opportunities to practice the language often and in a variety of situations (Shumin, 2002).

ZOOM MEETING

Learning has also changed due to the COVID-19 epidemic, one of which is that the learning process is now conducted entirely online and from the comfort of one's own home. (Pajarianto, Kadir, Galugu, Sari, & Februanti, 2020). The termination of face-to-face learning activities is transferred to distance learning by utilizing technology connected to the internet. Guzacheva (2020) stated that one of the technologies often used today is the online video conference application via Zoom Meeting, which functions as a communication tool that, according to educators or teachers, is easier to use than other online video conference applications.

According to Hrncirik (2018), the Zoom application is a software (platform) created by Eric Yuan that functions as a communication medium in the form of written, spoken, and video that offers several practical, low-cost, and user-friendly features that suit your needs. Zoom creates an interactive learning environment with features such as a virtual whiteboard with

annotation capacity to explain concepts, break rooms for creating small collaborative group work, polls for student feedback, and chats to facilitate class discussion. In addition, Zoom meetings can be recorded and made available for future reference.

METHOD

This study on "Students' Perceptions of Using Zoom Meeting for Online Learning in Teaching English Speaking Skills in Times of COVID-19" was conducted with qualitative descriptive research aiming to figure students' perception of the use of Zoom in learning English speaking skills. Descriptive research attempts to clarify the phenomenon and its characteristics, focusing on what occurred rather than how or why it happened (Nassaji, 2015). A survey answer scale 'yes' or 'no' has been conducted. The question was developed into 17 items. The questionnaire was created to assess students' perceptions toward using the Zoom program of how zoom can help them improve their speaking skills. The participants were invited to complete a survey sent using Google Forms.

The participants of this study were students of the English Education Department from Singaperbangsa Karawang University, which was selected randomly among about nine students from second-semester students. A survey answer scale 'yes' or 'no' has been conducted. The question was developed into 15 items. The questionnaire used in Bahasa Indonesia to make it easier and ensure students' perception wit the use of Zoom Meeting in teaching English speaking skill. The questionnaire was created to assess students' perceptions toward using the Zoom program of how zoom can help them improve their speaking skills. The participants were invited to complete a survey that was sent using Google Forms. The data was collected by creating a questionnaire based on students' attitute toward using Zoom in teaching and learning English speaking skills. The questionnaire has consisted of 15 statements. The questionnaire was distributed via Google Form.

FINDINGS AND DISCUSSION

The findings are presented based on each questionnaire. The following are charts of the percentage obtained for each component in question to the students.

Table 1. Students' attitudes toward using Zoom Meeting

Statement	Yes	No
I enjoyed using Zoom during the class	77.8%	22.2%
I feel bored using Zoom during the class	88.9%	11.1%
I feel confident because I like to study online alone	11.1%	88.9%
Online learning using Zoom increased my motivation for studying	11.1%	88.9%
Online learning using Zoom makes me lazy to study	88.9%	11.1%

In line with students' attitudes toward using Zoom Meeting, the data indicates that 77.8% of the students were enjoyed using Zoom Meeting during online class, however most of students around 88.9% feel bored using Zoom Meeting during online class. On the other hand, 88.9% of the students feel insecure because they don't like to study alone and 88.9% of the students showed that online learning using Zoom Meeting didn't increased their motivation for

studying. In addition, most of students around 88.9% agreed that online learning using Zoom Meeting make their lazy to study.

Table 2. Students' perceptions of the impact of Zoom Meeting in improving their speaking skill

Statement	Yes	No
Online learning using Zoom improving my speaking skill.	22.2%	77.8%
I study online using Zoom application alone I remember some vocabularies better	55.6%	44.4%
I prefer online speaking assignment so that I can do it myself without any help from others	33.3%	66.7%
I don't face difficulties in answering teacher's questions	22.2%	77.8%
Online learning using Zoom application I can understand the lessons easily	77.8%	22.2%

In line with students' perceptions of the impact of Zoom Meeting in improving their speaking skill, the data indicates that 77.8% didn't agreed that the use of Zoom Meeting for online learning improving their speaking skill and 55.6% of the students remember some vocabularies better when study online alone using Zoom Meeting. On other hand, 66.7% of students didn't prefer online speaking assignment so that they can't do it without any help from others an most of students around 77.8% didn't faced difficulties in answering teacher questions. In addition, 77.8% of the students agreed that online learning using Zoom Meeting make their understands the lessons easily.

Table 3. Activity in the class when learning speaking skill

Statement	Yes	No
Does your teacher use English as medium of instruction for the teaching of English in your class?	55.6%	0
Do you respond in English?	22.2%	11.1%
Does your teacher use interactive techniques in teaching English?	66.7%	0
Does your teacher use mother-tongue while teaching English?	11.1%	22.2%
Do you speak English with fellow students?	22.2%	22.2%

To provide answers in the Table 3 about activity in the class during learning speaking skill. More than half of 55.6% of students stated that their English teacher use English as medium of instruction for teaching and sometimes 66.7% of students respond teacher answers in English. In addition, more than half 66.7% of students agreed that their teacher use interactive techniques in teaching English speaking skill. On other hand, about 66.7% of teachers sometimes use mother tongue (Bahasa Indonesia) while teaching English, and more than half about 55.6% of students speaks English with fellow students.

The distribution of questionnaires given to students consists of three components: information about students' attitudes toward using Zoom Meeting, the impact of Zoom Meeting in improving their speaking skills, and activity in the class during learning speaking skills. The questions are given to students in the form of a questionnaire aimed at determining students'

perceptions of the use of Zoom Meeting for learning the subject of speaking. The data collection showed interesting findings concerning the research questions.

Reviewing the data, it can be concluded that there are many advantages and disadvantages with Zoom Meeting for online learning in teaching English speaking skills for English Education Department students in the second semester. Most of the students found it helpful to have the Zoom Meeting application in online classes during the COVID-19 pandemic. They enjoy using Zoom Meeting. However, more than half of students agree that using Zoom Meetings is boring and makes them even lazier to study. This happened because of the COVID-19 pandemic that had lasted for more than one year, and they still couldn't study together with their friends. The ineffectiveness of online group discussions makes them even more unsure that using Zoom Meetings can improve their speaking skills. They prefer to study in groups directly so that the results of the assignments given are of higher quality.

In addition, in line with students' perceptions of the impact of Zoom Meeting in improving their speaking skills, the data indicates that it is very difficult for most of the students to improve their skills online using Zoom Meeting. This is still related to the previous problem. Students will be more interested and understand the teacher's explanation face-to-face because when learning is carried out face-to-face, students will get direct feedback from the teacher and peers. Therefore, it can be concluded that they are too bored and bored with online classes using Zoom Meeting. However, using Zoom Meeting in the speaking class can easily understand the lesson.

On the other hand, more than half of students agreed that their English teacher use English as medium of instruction for teaching and sometimes students respond to teacher questions in English. It means, the teacher tries to improve students' speaking skills by using English as a medium of instruction. I will benefit for students speaking skills. On other hand, teachers sometimes use mother tongue (Indonesian) while teaching English. Indonesian is difficult to separate because it has become the mother tongue and everyday language for both teachers and students, but in speaking classes the teacher still prioritizes the use of English. In addition, more than half of students speaks English with fellow students. This is one of the factors in increasing students' speaking skills.

By using Zoom Meeting, there are many positive and negative effects for students who want to improve their English speaking skills. It depends on the students' determination to continue learning English..

CONCLUSION

The study showed that the use of Zoom Meeting for online learning in teaching English speaking skills has positive and negative impacts. Zoom Meeting applications make them understand some speaking class learning materials easily. In addition, teachers who constantly interact with students using English make students more active in improving their speaking skills. However, in the other case, most of the students were bored with implementing online classes during the COVID-19 pandemic. They increasingly lose motivation to learn because they want more effective face-to-face learning.

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