

IMPROVING STUDENTS SPEAKING SKILL THROUGH ZOOM APPLICATION FOR COLLEGE STUDENTS

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Abstract: *This study aimed to see how the Zoom Application can affect students' speaking skills during online learning during the pandemic covid-19. The experimental research method was used in this study. This action research started with an observation in which the researcher The subject was a group of 30 third-semester students from the University Bina Sarana Informatika in the academic year 2020-2021. This study used some instruments as observation to collect data, which provides complete concern to the research object of the sense, which aims to explain the situation in-class activities, individual involvement in some activities, and the relationship between situation, activity, and individual. Documentation is used to obtain explicit information and to administer a test in the form of a multiple-choice question. Data was collected and analyzed in qualitative and quantitative ways to explain the results of observations and tests. In the result, the researcher find out the average score of the students' speaking test was 59.1 from 30 students. Later on, the average score for speaking in Post-Test I was 79.2, and Post-Test II was 85.7. t could be concluded that using a zoom application can affect speaking ability significantly*

Keywords: *learning online, zoom meeting, speaking*

INTRODUCTION

All language skills are vital to learning, but speaking is one of the most essential great important to master because it can be used to communicate properly. Speaking can be considered an output of language learning because, through classification, a language acts as a means of interaction.

Nowadays, English is the most widely spoken language mostly on the world, not only as a first or second language but also as a foreign language. People use English to communicate between two parties all over the world. The primary function is to send messages from the speakers and understand messages from the transmitter and receiver.

In a pandemic situation, there are different ways to carry out the learning process. Some people may share information through WhatsApp, Zoom video calls, or online learning platforms. There are as many digital classroom destinations in the teaching and learning process as Rumah Belajar, Kahoot, and Edmodo, and one of the most popular learning platforms today is the Zoom Meetings application.

Home learning guidelines have been in place for several weeks since the Covid19 outbreak. This applies to all levels of education and informal institutions. We are currently cautiously reopening schools after the March holidays, but to make our education programs more effective, we should consider closing them if the situation worsens.

Due to an increase in cases outside of China, WHO Secretary-General Dr. Tedros Adhanom Ghebreyesus announced on March 11, 2020 (WHO, 2020) that the outbreak could be classified as a pandemic. A pandemic is defined as "an epidemic that occurs globally or in a large area, crosses borders, and typically affects a large number of people" (Kelly, 2011) The traditional definition excludes herd

immunity, virology, and disease severity. A pandemic can be assumed to occur annually in all temperate Southern and Northern Hemispheres, as seasonal epidemics affect many people across national borders (Last, 2001). More than 82.1 million cases were reported, with 1.79 million deaths recorded in 114 countries.

The COVID-19 pandemic was confirmed to have spread to Indonesia in March after a dance teacher and her mother tested positive for the virus. Both had 4,444 Japanese infected them. By April 23, the global epidemic had spread to all 34 states throughout the country, with half having more than 1,000 cases as of July 23. On July 9, there was a 4,444 percent rise in new circumstances per day, with 2,657 reported. In 24 hours, there were up to 2,366 recoveries and 4,444 139 deaths. For the first time on July 13, recovery exceeded gather specific.

UNICEF and the Ministry of Education and Culture are calling on schools across the country to ensure that children and young people around the world can learn in the best possible environment, both at home and at school. Education Minister Nadiem Anwar Makarim and Culture Minister

Nadiem Anwar Makarim said for students living in the green zone, who are studying face-to-face under strict health protocols, and students in the yellow, living, orange, and red zones. I'm here. I urge all parties to proceed. It would be helpful if you could continue studying at home.

The previous study about improving students speaking ability has gained much attention from many researchers. One of them is (Syafiq et al., 2021), in this research explained that improving English through youtube is effective because YouTube video is one alternative solution. Another research is from (Pastika, 2022) his research aims to describe the use of podcast media in learning in the digital age.

The emergence of various learning resources and the spread of media, particularly the internet and electronic media as sources of knowledge and educational centers, will result in very significant progress as a result of digitalization.

Based on the previous research above, there are some similarities between both researchers are improving students' speaking skills by using media and there are some

differences between previous research and this research. This research is focused on improving students' speaking skills through the zoom meeting application.

This researcher also does this in the pandemic situation. It means we did not meet each other. we just use the zoom application in the learning process. Based on these explanations, the researcher does this research and takes the improving student speaking skills through the zoom meeting application.

REVIEW OF RELATED LITERATURE

Teaching Speaking

Teaching can be defined as the process of imparting knowledge to students. The teacher is transmitting knowledge, a message, or a skill to the student while engaging in an interactive process with the students.

Many experts have different definitions for the term teaching. one of the researchers (Ball & Forzani, 2009) defined teaching as the work of assisting people in learning "worthwhile things," which adds an explicitly moral dimension.

Especially in teaching speaking, the teacher needs to assist the

student to improve students speaking skills. There are some strategies to overcome the student's problem in speaking. Speaking a productive skill in oral mode (Kayi, 2006) stated that Speaking is the most productive skill in the oral mode. It, like the other skills, is more difficult than it appears at first glance and entails more than just pronouncing words.

In teaching speaking, the teacher needs to listen to students produce the sound quickly and confidently (Kayi, 2006) stated that teaching the teacher teaches the listener to (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

A. The aspect of speaking Skill

Students need to master some aspects when they want to improve

their speaking skills. Some aspects are pronunciation, vocabulary, fluency, and accuracy (Suwartono & Eka Pertiwi, 2020) said that to master speaking skills and achieve the target language, students must master language components, namely pronunciation, grammar, and vocabulary. another theory from (Al-Nouh et al., 2015) stated that the components of linguistics skills are pronunciation, grammar, and vocabulary. Based on (H.Douglas Brown, 2000) proposed four aspects of speaking skills namely pronunciation, vocabulary, fluency, and accuracy.

a. Pronunciation

Pronunciation is the process by which students produce clearer language when speaking. It means that even if the student has a limited vocabulary and grammar, they can communicate effectively if they have good pronunciation and intonation.

b. Vocabulary

It is an essential part of learning a foreign language. People with a limited vocabulary will have limited understanding when it comes to speaking, reading, listening, and writing.

c. Fluency

Fluency is defined as the ability to communicate effectively, fluently, and accurately. Fluency is commonly used to describe the ability to express oral language freely and without interruption. If the teacher wishes to assess students' fluency during the teaching and learning process, the teacher allows students to express themselves freely and without interruption.

d. Accuracy

The aspect of accuracy in the speaking class is established by providing opportunities for learners to engage in the context of daily life. The teacher should assign students communicative tasks and activities such as conversation, role-play, games, and debates.

Sometimes students faced some problems to master the aspects such as a lack of vocabulary, poor grammar, and poor pronunciation.

B. Problems in Speaking Performance.

There are some problems faced by students in speaking practice like lack of vocabulary, poor grammar and

poor pronunciation. The first problem faced by students is a lack of vocabulary. Vocabulary is an individual word or a set of words that have a specific meaning.

(Mahwah et al., 2006) state that generally, vocabulary is the knowledge of the meanings of words. The words come in at least two forms; oral and print. Oral vocabulary missed the set of words for which we know the meanings when we speak or read orally.

While print vocabulary consists of those words for which the meaning is known when we write or read silently. Vocabulary issues arise when a person lacks the vocabulary required to speak and does not know how to combine the vocabulary into a good sentence.

Khan (2005) once again states that the numbers of students who learn English as a foreign language have difficulties using words and expressions to speak. In addition, Doris and Jessica (2007) also state that in real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students know what they are going to say in the source language, but when they have to switch

the language itself to the target language such as English, they often get confused to combine and use the proper needed.

The second problem faced by students is poor grammar. Grammar is the study of how sentences are structured and organized, so studying correct spelling and grammar may seem tedious at first, but it is well worth the time and effort. Learners will never be able to communicate effectively in English if they do not fully comprehend the rules of grammar.

According to (Marisa González Díaz, 2002) grammar becomes difficult because learners do not learn structures one at a time. Even if the learners appear to have mastered particular structures; it is not uncommon to find backsliding occurring with the introduction of the new form to the learners' inter-language.

Another teori from Fitriani & Zulkarnain (2019) said that students are not free to speak English because language problems are too complex and difficult to understand. Knowledge of grammar makes it easier for us to compile sentences in speaking English so it makes the process of improving language skills easier. A lack of

grammar here means a lack of understanding of grammar. Grammar is always related to speaking skills because grammar is the way language is structured or the structure of the formation of sentences that will be issued when speaking. It is difficult to communicate if someone does not understand grammar.

The third problem faced by students in speaking poor pronunciation. Pronunciation is a problem most English learners face. According to (Asakereh, 2016) students don't realize their bad pronunciation mistakes. Pronunciation errors can cause misunderstanding among the interlocutor or even make them not understand what is being said or said. Furthermore, in the current pandemic covid-19, all learning is done online, and learning pronunciation will be more difficult. Even when the presentation is done online, it is becoming increasingly difficult for the audience to understand. Because the audio recorded in the delivery of the material may be less clear, not to mention that there are words with nearly the same pronunciation, making it more difficult for the audience to understand the delivery of the material

in the presentation. Pronunciation errors are caused by a lack of understanding of the components of speaking skills. As said (Abrar, 2018), students have language barriers in vocabulary mastery, pronunciation, grammar, fluency.

C. Strategies of Teaching Speaking.

The teaching of speaking is a major concern in many language programs, and teaching strategies cannot be overlooked as a factor influencing the teaching outcome. Because the goals of each skill are different, the strategies used to achieve the ability to write and speak would be different. The former is concerned with the ability to produce written language, whereas the latter is primarily concerned with the ability to produce oral language. Furthermore, strategies for teaching English skills should be tailored to each skill in order to achieve the desired results. Concerning strategies for teaching speaking, it is humorous that, based on the author's experience while studying in high school, the majority of students in secondary school were not able to speak English.

A variety of speaking teaching strategies are utilized and used in

classrooms for a variety of situations. Teaching strategies for speaking include simulation, communication games, drilling, and discussion, among others. Simulations are activities where students are asked to pretend to be in various social contexts and various social roles (Thornbury, 2005).

D. Zoom Meeting Application.

Since the start of the pandemic covid-19 in Indonesia, the ministry of education has already announced that teaching and learning during the pandemic should be done online. According to Presidential Decree, Number 3 of 2020 Concerning the Prevention of Covid-19 and Education and Culture Minister Circular Number 4 of 2020, all educational institutes such as schools and universities must conduct distance learning. Teachers are expected to effectively deliver material to students throughout this regulation.

Because of the Coronavirus-19 endemic in early 2019, the teaching and learning processes have been severely hampered. It has a significant impact on teachers and students by halting the learning process in the classroom. To ensure that the teaching and learning process did not take place in the school, the government directed that teachers

conduct the teaching process at home via online media. Media, (Wulandari & Handayani, 2019), are all tools that teachers and students can use to achieve specific educational goals. Meanwhile, (Hasrul, 2011) defines instructional media as "tools, methods, or techniques used in the learning process to distribute messages and stimulate students' thoughts, feelings, and needs." Zoom is an application that can be used in the online teaching and learning process.

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 (Fitriana Kesi & Laeli, 2022).

The termination of face-to-face learning activities is transferred to distance learning by utilizing technology connected to the internet (Putri & Suryaman, 2022).

(Guzacheva N & Orchid, 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. While According to (Scanga et al., 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. Based on the above explanation. It can conclude that the zoom meeting application will help the teacher to deliver the material in online learning and the zoom meeting application will be easy to use by the teacher because the application is very simple to use by the teacher in learning process.

An effective method of assisting the student learning process is required, one of which is the zoom application. Several Zoom Meeting features, including the ones listed below, aid in the teaching and learning process. below some zoom meeting features according to (Lumbangaol, 2016)

- a) Raise hand feature. This feature allows students or Zoom meeting participants to ask questions during the live meeting.
- b) Screen sharing functionality. A feature that allows students or meeting participants to see, watch, and capture

the contents of the teachers or meeting leader.

c) The whiteboard function. Teachers can use the whiteboard feature to write or draw on the white space provided by Zoom. Teachers can also add text, signs, or images to the previously created share screen.

d) Chat options. If students or Zoom participants want to express their ideas or ask questions in writing, the chat feature is very useful.

E. Some of the Advantages and Disadvantages of Zoom.

The Zoom application has several advantages, including the ability to hold meetings with up to 100 participants, the ability to send texts while a meeting is in progress, the ability to schedule meetings using the Schedule feature, and the ability to send screenshots during a meeting to Google Drive, Dropbox, or File Box. Zoom Cloud Meeting is compatible with Android, iOS, Windows, and Mac computers.

This accessibility is portable and easily limited by the display, but the buttons are easy to find in one display. Can show a presentation file that can be sent to all meeting

participants, and they will be notified when the file is successfully sent.

Meanwhile, the disadvantage of Zoom is that online activities can only last for 40 minutes. The following are the steps for using the Zoom Cloud Meeting app on Android: 1) Launch the Google Play Store; 2) Enter Zoom Cloud Meeting in the search box; 3) click Zoom Us. 4) download or install the application; 5) Go to the Join A Meeting menu; 6) Select the Join menu; 7) Enter the Meeting Code/link

F. Tips for Teaching Online in Zoom

The author's recommendations can help you get started holding an online class in Zoom. First, get ready for your online class. Second, download and install Zoom onto your computer. Third, download and install the Zoom client (opens a new window) on your PC or Mac, and/or add the Zoom app to your mobile device.

Fourth, make time for your class. Once teaching online, you must perform in a physical location that allows you to hold classrooms.

To improve engagement in your virtual classroom a) Work in a quiet room with minimal background noise and distractions, b) Connect a webcam

to your computer so you can see your students during class, and c) Use a good microphone. It is recommended that you use a noise-canceling headset.

Fifth, get acquainted with Zoom. Sixth, get involved in a practice session. Seventh, learn about accessibility features, and finally, Ensure that accessible accommodations are in place.

METHODOLOGY OF STUDY

The experimental research method was used in this study. The purpose of this study was to see how the Zoom Application can affect students' speaking skills during online learning during the pandemic covid-19.

This action research started with an observation in which the researcher discussed the problem in the English-speaking classroom during online learning due to the pandemic covid-19 and used the zoom application as the English-speaking material.

Before using the Zoom application, the researcher assessed the students' speaking abilities to determine their speaking level. The researcher observed the progress of the students' speaking ability during the zoom meeting and made some notes to

revise the next meeting to achieve good results.

The outcome of the observation was recorded. In addition, after completing the teaching process, the researcher retells the occurrence in the classroom as a reflection of the action. The researcher assesses the process and outcome of implementing the Zoom application in English teaching.

The subject was a group of third-semester students from the University of Bina Sarana Informatika in the academic year 2020-2021. This study used some instruments as observation to collect data, which provides complete concern to the research object of the sense, which aims to explain the situation in-class activities, individual involvement in some activities, and the relationship between situation, activity, and individual.

Documentation is used to obtain explicit information and to administer a test in the form of a multiple-choice question. Data was collected and analyzed in qualitative and quantitative ways to explain the results of observations and tests.

RESULT AND DISCUSSION

Table 1. Average Score Of Speaking Indicators

TEST	FLUENCY	PRONOUNCING	GRAMMAR	COMPREHENSION	VOCABULARY	TOTAL
(1-30)	(1-30)	(1-30)	(1-30)	(1-30)	(1-30)	(1-30)
PRE	9.7	10.5	11.6	7.0	7.3	59.1
POST-1	11.4	15.1	14.3	12.8	11.6	79.2
POST-2	17.6	17.2	17.9	18.3	15.7	85.7

In the pretest, the average score of the students' speaking test was 59.1 from 30 students. Later on, the average score for speaking in Post-Test I was 79.2, and Post-Test II was 85.7. It could be concluded that using a Zoom application can affect speaking ability significantly.

According to data analysis speaking skills, as well as the function of the Zoom application in teaching speaking skills. Data is gathered through the use of valid and reliable research instruments such as pre-test, post-test, and questionnaires. To determine the effect of the Zoom application, tests and questionnaires were administered during Pre-Test and Post-Test I.

The teaching and learning process was carried out by the researcher using the Zoom application. The material was altered to increase interest in learning to speak. The researcher asks students to practice speaking skills before administering a post-test to determine the effect of the

Zoom application on students' speaking ability.

According to the data presented above, there was a significant effect of using the Zoom application to improve students' speaking ability. It is difficult for each student to improve for each Post-Test. They were eager to practice and study hard to improve their weaknesses. Some students struggle with vocabulary and content, while others struggle with fluency and grammar. Every student has problems, and they must find ways to solve them.

CONCLUSION AND SUGGESTION

Conclusion

The researcher can see the progress of students' speaking abilities after conducting research at the University of Bina Sarana Informatika. The primary data required for classroom action research is collected through the administration of pre-and post-tests for the subjects studied.

A questionnaire is distributed at the test to collect supporting data. The average number of pre-tests administered during the initial reflection demonstrated that students' speaking skills were insufficient.

Students' average scores were significantly higher than the pre-test average. The study's findings conclusively show that the Zoom Application can be used to determine the effect of students' speaking ability via the Zoom Application.

Furthermore, the analysis of the percentage of questionnaire scores revealed significant progress in student learning when using the Zoom application. As a result, this finding demonstrates that using the Zoom application could significantly improve students' speaking abilities. This is great news for students, especially during a pandemic, because learning through the Zoom application is just as effective as face-to-face learning in the classroom.

Suggestion

Following this investigation, the researcher has made the following suggestions:

1. The English teacher has the option of using zoom.
2. Both the teacher and the students should be prepared and understand how to use the Zoom application to its full potential.
3. Implications for future researchers who want to continue this research

include expanding to other courses and comparing the effectiveness of another application to the Zoom application.

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