Students' Perception Towards The Use Of Zoom Meeting For Online Learning In Teaching English Speaking Skill In Times Of Covid-19

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Article Info	Abstract
	This article examines students' perception of using Zoom Meeting for online learning in teaching English speaking skill. Qualitative descriptive method was used to find out students' perception related to the use of Zoom Meeting during learning speaking. The data collection used was collected by creating a questionnaire that consisted of 15 statements. The questionnaire was distributed via Google Form. The participants of this study were students of English Education Department from Singaperbangsa Karawang University which is selected randomly about 9 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 the implementation of online classes and lost of motivation to study during the COVID-19 pandemic
Article Info	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 yang digunakan dikumpulkan dengan membuat kuesioner yang terdiri dari 15 pernyataan. Kuesioner disebarkan melalui Google Form. Partisipan dari penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Singaperbangsa Karawang yang dipilih secara acak sebanyak 9 mahasiswa dari 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 selama pandemi COVID-19.

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1. INTRODUCTION

Speaking is one of the four macro abilities needed for effective communication in any language, especially when speakers are not speaking their first language. Since English is universally used as a means of communication, especially in the digital world, English speaking abilities should be enhanced so that these integrated skills will increase communication achievement both with native English speakers and other members of the global community. Speaking is a productive skill that can

be directly and empirically observed; those observations are invariably colored by the accuracy and fluency (Brown, 2004). In addition, speaking is the use of oral language to interact directly and immediately with others (Butler, Eignor, Jones, McNama &, Suomi, 2000). Therefore, speaking skill could be the most important language skill to be used in communication.

As a result of the COVID-19 epidemic, online learning (e-learning) is now considered as an essential part of the learning process. To avoid the transmission of the corona virus, educational practices that were previously undertaken in face-to-face activities have been discontinued. According to Alabbasi, D., & Ed, D (2018) e-learning has become the conventional method of learning process in universities opposing the traditional methods. Whatsapp, Google Classroom, Skype, Zoom Meeting, and other programs that help the learning process are examples of applications that can be used as a bridge between lecturers and students in online learning (Fitriyani, Febriyeni, & Kamsi, 2020). Guzacheva (2020) stated One of the most commonly utilized technologies today is Zoom Meeting, an online video conference program that serves as a communication tool. Futhermore, according to educators and teachers, this application is easier to use than other online video conference applications.

The impact of COVID-19, many students require a fundamental understanding of speaking, which includes how to correctly pronounce words, speak fluently, and other elements. Students may find it difficult to build good EFL English speaking abilities due to the language's complexity (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), as well as a lack of opportunities to practice the language often and in a variety of situations. Therefore, Zoom Meeting application can be used by teachers to teach English, especially teaching speaking. Zoom is a program (platform) established by Eric Yuan that serves as a written, spoken, and video communication medium with a variety of helpful, low-cost, and user-friendly features that suit your demands (Hrincirik, 2018). Zoom has an automatic activity recording capability that may be used to create activity documents that can be retrieved and played again at a later time. Zoom has a significant advantage over other programs, including the ability to connect space, time, and students' flexibility time during the 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. While, students have been shown to learn English vocabulary more effectively by playing online games (Ashraf, Motlagh, & Salami, 2014). Another research is about internet regarded as a powerful, precise, and accurate resource bank and tool for foreign language teaching (Arikan, 2014), such as reading online content (Park & Kim, 2017).

Several English learning techniques, such as vocabulary mastery and reading competence, have been shown to be useful in boosting English language skills in prior studies. However, there hasn't been much research into using online applications to teach and learn speaking skills. Therefore, this study aims to show students' perception of one of the online application that can be used for teaching and learning English speaking skill, which is Zoom Meeting.

2. LITERATURE REVIEW
Online Learning

There are numerous definitions for the term "online learning." Web-based training, e-learning, distributed learning, Internet-based learning, web-based instruction, cyber learning, virtual learning, or net-based learning are all terms used by Urdan & Weggen (2000) to describe online learning. It is a subtype of distance learning that includes virtual classrooms, computer-based learning, web-based learning, and digital collaborations, among other technical applications and learning approaches. It

indicates that this approach includes all electronic media for providing course content, including the Internet, intranets, extranets, satellite broadcasts, audio/video tapes, interactive TVs, and CD-ROMs.

In the last decade, online learning (e-learning) has become a crucial component of the learning process for both institutions and schools. Funding for Higher Education E-learning is defined by the Council of England (2005) as "information and communication technologies used to assist students in improving their learning." Furthermore, according to Alabbasi, D., and Ed, D. (2018), e-learning has become the standard method of learning in universities, displacing traditional methods. This is due to the fact that technology is rapidly evolving, and people's abilities to use it are improving. However, rapid technological advancement is not the only factor influencing the adoption of e-learning.

English Speaking Skill

A language is a collection of arbitrary spoken symbols that enable all people of a culture, or those who have learnt the culture's system, to communicate and interact. The act of conveying information via the use of words is referred to as speaking. Furthermore, according to Brown (2004), speaking is an action that allows us to verbally communicate our thoughts and feelings. It's one of the four macro abilities needed to communicate effectively in any language, especially when speakers aren't speaking their native tongue.

Speaking is essential because it is mostly used to communicate on a global scale. Some researchers believe that speaking is the most important skill for business and government workers in the field, and that it is at the heart of second language learning, especially in second language learning (Egan, 1999). The contrasts between English and the native tongue induce embarrassment when speaking the new language in public (Ellis, 2008), as well as a lack of opportunities to practice the language frequently and in a variety of settings (Shumin, 2002).

Zoom Meeting

Learning has changed as an impact of the COVID-19 epidemic, one of which is that learning is now done online from the comfort of one's own home (Pajarianto, Kadir, Galugu, Sari, & Februanti, 2020). By leveraging technology connected to the internet, the termination of face-to-face learning activities is transferred to remote learning. According to Guzacheva (2020), one of the most commonly used technologies today is the online video conference application via Zoom Meeting, which serves as a communication tool that is easier to use than other online video conference programs, according to educators and teachers.

According to Hrncirik (2018), the Zoom application is a software (platform) established by Eric Yuan that serves as a written, spoken, and video communication medium with a variety of helpful, low-cost, and user-friendly features that suit your demands. Zoom delivers an interactive learning environment with features including a virtual whiteboard with annotation capability for explaining ideas, break rooms for small collaborative group work, polls for student input, and chats for class debate. Additionally, Zoom Meetings can be recorded and stored for future use.

3. METHODOLOGY

Research Design

This study on "Students' Perceptions of Using Zoom Meeting for Online Learning in Teaching English Speaking Skill in Times of COVID-19" conducted with qualitative e research which aims to figure students' perception for the use of Zoom in learning English speaking skill. Descriptive research attempts to clarify the phenomenon and its characteristics, focusing on what occurred rather than how or why it occurred (Nassaji, 2015). A survey answer scale 'yes' or 'no' has 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 that was sent using Google Forms.

Participant

The participants of this study were students of English Education Department from Singaperbangsa Karawang University which is selected randomly about 9 students from second semester students.

Instrument

A survey answer scale 'yes' or 'no' has conducted. The question was developed into 15 items. The questionnaire used in Bahasa 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.

Data Collection

The data was collected by creating a questionnaire based on students' attitute toward using Zoom in teaching and learning English speaking skill. The questionnaire is consisted of 15 statements. The questionnaire was distributed via Google Form.

4. RESULTS AND DISCUSSION
4.1. Results

The findings are presented based on each questionnaire. The following is 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.

4.2. Discussion

The distribution of questionnaires is given to students consists of three components, which are 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 skill. The questions are given to students in the form of a questionnaire aim to determine students' perceptions of the use of Zoom Meeting for learning speaking. The data collections showed interesting findings in relation to the research questions.

Reviewing from the data, it can be concluded that there are many advantages and disadvantages with the use of 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 very 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 getting boring and makes them even more lazy to study. This happened because of the COVID-19 pandemic that had lasted for more than 1 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 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 both from the teacher and from peers. Therefore, it can be concluded that they are too bored and bored with online classes using Zoom Meeting. However, by using Zoom Meeting in speaking class, they can understand the lesson easily.

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.

5. CONCLUSION

The study's findings revealed that using Zoom Meeting for online learning to teach English speaking skills has both positive and negative consequences. They can readily understand several speaking class learning materials thanks to Zoom Meeting software. Furthermore, professors who consistently communicate with students in English encourage students to take an active role in improving their speaking abilities. However, during the COVID-19 pandemic, the majority of students were bored with the deployment of online classrooms. They are losing interest in learning as they seek more effective face-to-face instruction.

6. ACKNOWLEDGEMENTS

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