

THE USE OF ZOOM MEETING IN LEARNING ENGLISH SPEAKING

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Abstract

The purpose of this study is to describe the use of Zoom Meeting in learning English speaking and to find out students' perceptions of Zoom Meeting in learning English speaking. The researcher apply qualitative descriptive methods. The datum of this research collected through questionnaires and interviews. The subjects of this study are the lecturer who teach Interactive Speaking, and 30 students from the Department of English Education, Faculty of Languages and Literature, Universitas Negeri Makassar for the 2021/2022 academic year. The results of data analysis found that (1) the use of the Zoom Meeting application, especially for its features, is able to help the lecturer and the students in the teaching and learning process in English speaking and has a positive impact on users, namely in terms of benefits (Perceived Usefulness), ease (Perceive Ease Of Use), and attitude (Attitude Toward Using) (2) students explanations in interviews regarding the perception of using Zoom Meeting in speaking English that Zoom Meeting is a good online learning tool because it has features that support English speaking learning during a pandemic. Despite the pandemic, students can still learn to speak English because in Zoom Meetings students and the lecturer can still interact and discuss well. From the two results of the two research statements above, it can be concluded that the use of Zoom Meeting in learning English speaking provides convenience in the teaching and learning process and also has a positive impact, especially on students' English speaking ability.

Keywords— Zoom Meeting, English Speaking, Students' Perception

INTRODUCTION

In doing online learning, there are two methods that can be applied, namely Synchronous and Asynchronous Learning (ASL). A synchronous virtual classroom is a real-time environment where the lecturer and students may connect and cooperate. It mimics a regular classroom with cameras and class discussion elements, except that all participants view it remotely over the Internet. Examples are Zoom Meeting, Google Meet, live broadcast on Youtube, etc. Because students are not timed and can react at their leisure, asynchronous e-learning is the most widely used approach for online education (L. Lewis & Parsad, 2009). Because they can ponder about an issue for an extended amount of time and may develop divergent thinking, they can apply their higher order learning skills. The example is videos on Youtube. From the understanding of the two methods above, the researcher chose synchronous methods, especially Zoom Meeting to be discussed in this research.

Speaking English is certainly not an easy or quick process to learn. Teaching English also requires techniques to help improve students' ability to speak. Of course not just by asking students to speak English. According to Troudi & Nunan (1995), speaking is a way of conveying and expressing ideas (p. 40). To improve their speaking skill, the classroom is one of the places students need. However, due to situations that do not allow you to be in class to

do face-to-face teaching and learning activities, then a conference video application like Zoom will be very helpful to create classes virtually.

State University of Makassar, as one of the universities, also took part in the implementation of measures to prevent coronavirus infection by conducting an online lecture process to protect the entire academic community via the Circular Letter of UIN Rector Sunan Ampel Number 406 of 2020 related to sterilization of the campus environment in an effort to prevent the transmission of Covid-19 virus infection. As a result, face-to-face learning activities in the classroom are also replaced by a home-based online learning procedure.

LITERATURE REVIEW

A. Concept of Speaking

1. Definition of Speaking

One of the skills that students should develop when studying English is speaking. (Bygate, 1987) notes that the focus of speech has typically been on motor and perceptual abilities. Speaking is described in this sense as the generation of auditory signals intended to elicit various verbal replies from a listener. Literacy skills, on the whole, are valued more highly; speaking is generally seen as a "popular" style of communication that uses the less prestigious "colloquial" register. This disregard might also be attributed to the fact that speaking is hurried and impromptu, making it susceptible to being mistaken for being simple, fleeting, or glib. Lewis & Hill (1987) claim that speaking is a process that includes a variety of actions in addition to the pronunciation of certain sounds.

2. The Objective of Speaking

Jason S. Wrench in Fadillah, (2021) has a different goal in mind when he speaks. He claims that speaking serves three purposes. They are to educate, convince, and entertain. When people speak to help their audience obtain knowledge, it is for the purpose of informing them. As a result, the audiences are able to gather knowledge in order to comprehend something. Persuade, on the other hand, refers to persons who use their words to persuade an audience to behave or think as the speaker suggests. The altering mind set or conduct of the listener is a unique feature of this type of purpose. Furthermore, to entertain implies that the speaker focuses on the audience's satisfaction.

B. Concept of Asynchronous and Synchronous E-Learning

1) Asynchronous E-Learning

Asynchronous learning, such as blended-learning as an essential aspect of classroom-based courses, is becoming more popular in Indonesian institutions. Asynchronous online learning is described in a number of ways due to various elements, its nature, and capabilities that are shared in particular aspects. Asynchronous e-learning, on the other hand, is best defined as "an engaged learning community that is not confined by time, place, or the constraints of a classroom," according to one of the definitions that is most widely used and concentrates on its components (Mayadas, 1997).

2) Synchronous E-Learning

Synchronous online learning, which frequently includes chat and videoconferencing, has the potential to help learners build learning communities. Students and teachers view synchronous online learning as more social and less irritable since questions are asked and answered in real time (Rausch & Levi, 1996).

C. Concept of Zoom Meeting

1. Definition of Zoom Meeting

A user-friendly technology called Zoom Meetings combines cloud video conferencing, online meetings, group chat, and a software-defined conference room option (Tran, 2021). Zoom Meeting is one of the tools that the lecturer and students may use to assist self-study from home. The lecturer may use the zoom application's different capabilities to connect with students, which can considerably improve the incidence of two-way communication between students and the lecturer.

2. The Features of Zoom Meeting

- 1) HD Video and Audio
- 2) Built-in collaboration tools
- 3) Security
- 4) Recordings and transcripts
- 5) Scheduling features
- 6) Group Chat

3. Advantage and Disadvantage of Zoom Meeting

There are several advantages to using a Zoom Meeting program. The first, is made easy for anyone who wants to join a meeting or conference just by using a link or room number from the owner of the zoom meeting room. Second, it is able to save time, money, and have a low effect on the environment. Third, for premium users of the Zoom Meeting, you can use the room for more than an hour. Fourth, zoom participants can write and discuss together during the Zoom meeting. And lastly, cloud zoom meetings can also be used for community-based talks (Abdillah, 2020).

If there are advantages, then there are also disadvantages in the use of Zoom Meeting. First, internet signals that do not support to zoom meeting. Second, outdated hardware, problems with limited microphones or webcams. Third, problems in audio or video quality while Zoom Meeting in progress. Fourth, regulatory issues include poor web-cam functionality, software mismatches, low device battery, or problems with audio (e.g. sound can't be heard without using headphones)(Bawanti & Arifani, 2021).

D. The Use of Zoom Meeting in Learning English Speaking

The Technology Acceptance Model (Davis et al., 1989) was used in this study to look at faculty members' behavioral intentions to use Zoom communication software for online classrooms, webinars, and meetings. Technology Acceptance Model (TAM) may be used to identify a student's behavioral intention to utilize web-based learning resources, according to Yaakop A.Y., 2015.

These models primarily concentrated on the user's desire to carry out specific behaviors. The TAM assesses the effects of three internal factors, including:

a) Perceived ease of use (PEOU)

Perceived Ease of Use is a measurement used to ascertain how people perceive technology in terms of how simple it is to use (Davis et al., 1989).

b) Perceived usefulness (PU)

A measurement known as "perceived usefulness" is used to gauge how much people believe technology may help them perform better at work (Davis et al., 1989).

c) Attitude to use (ATU)

The strongest conviction in online learning apps affects users' attitudes toward using those programs (Davis et al., 1989).

E. Students' Perception

According to Robbins (2003), perception occurs when a person is able to communicate their sensory experiences in a way that turns them into knowledge or meaning. The indicators of perception, according to Robbins, are acceptance, understanding, and evaluation.

a) Acceptance

The process of acceptance or reabsorption, which refers to the role of the five senses in seeing external stimuli, is a physiological step indicative of perception.

b) Understanding

It refers to the outcome of an analysis that is subjective or unique to each person.

c) Evaluation

Evaluation is the process through which people assess external stimuli after they have been absorbed by their senses. His assessment is very individualized.

According to Irwanto cited in Shandi (2020), Perception is divided into two, that's positive and negative perception.

1) Positive perception

A positive perception is one that presents all information, whether known or unknown, favorably.

2) Negative perception

A negative perception is a perception that portrays data (known/unknown) adversely or not appropriate with the object perceived.

METHODS

A. Research Design

Qualitative research was used in this study. Through first-hand experience, accurate reporting, and quotes from real conversations, qualitative research seeks to get a deeper knowledge of the topic at issue.

B. Participant of the Research

The subjects of this study are the lecturer who teach Interactive Speaking, and 30 students of the Department of English Language Education, Faculty of Language and Literature, Makassar State University for the 2021/2022 academic year.

C. Research Site

This research was conducted at Makassar State University located on Jl. Mallengkeri Raya, Parang Tambung, Tamalate District, Makassar City, South Sulawesi. This study has collected more complete data or information to make the research findings more solid.

D. The Instrument of Collecting Data

In this case, the researcher used questionnaire and interview to collect and obtain data. This instrument is important to obtain rational and in-depth data and serves to provide answers to the research questions listed in the research problem.

E. The Technique of Data Analysis

1. Data Reduction

Data reduction is the process of grouping, categorizing, and concentrating on the most important information. The researcher must now distinguish between accurate and faulty data. The researcher may concentrate on the data they will evaluate through data reduction.

2. Data Display

Data presentation is a phase of data organization into connection patterns. This facilitates understanding of the gathered data. A second, inescapable component of analysis is data presentation, which is the structured, compacted collection of information from which conclusions or actions are drawn.

3. Conclusion/Verification

In the last step of analyzing the data is a conclusion. The final step according to Miles, Huberman & Saldana (2014) is the conclusion.

RESULT

1. The use of Zoom Meeting in learning English speaking

Regarding the study's research purpose, Davis's (1989) TAM theory served as the primary theoretical foundation. Masrom classified user acceptance of a technology into two main categories in his original classification: perceived utility (PU) and perceived ease of use (PEOU). User attitude (UA) and intention of use (IU) are two other crucial words that Masrom included later in the technology's development (Masrom, 2007).

1) Perceived Ease of The Use of Zoom Meeting in Learning English Speaking (PEOU)

From the results described above, the researcher concluded that the lecturer and the students can use features such as share screen, camera, microphone, chat box, schedule feature, and screen record easily in the process of teaching English speaking classes. This is in accordance with a statement in Bhatt & Shiva, (2020) regarding the definition Perceived ease of use (PEOU) "the extent to which an individual believes that using a particular System will be free from physical and mental effort" (David, 1945).

2) Perceived Usefulness of Using Zoom Meeting in Learning English Speaking (PU)

The lecturer and the students used Zoom Meeting when learning English speaking in order to improve performance when required to teach online during a pandemic. They activated the camera and focused on teaching and paying attention to the material when using the Zoom Meeting. According to its benefits, the lecturer and the students used the camera feature to help them show their activeness and make it easier to show expressions when teaching English speaking through the Zoom Meeting.

3) Attitude toward The Use of Zoom Meeting in Learning English Speaking (ATU)

The lecturer and the students showed a positive attitude and accept the use of Zoom as a feature that helps the continuity of English speaking courses. The lecturer acted as a learning facilitator where he provides effective learning opportunities using the Zoom Meeting so as to make an impact on students in speaking English actively. In addition, the students gave a good attitude such as paying attention to the material, showing enthusiasm during the teaching and learning process, being polite and respectful to the lecturer who teach, and trying to concentrate on the explanations given by the lecturer when teaching using the Zoom Meeting. In interacting, students use English and Indonesian so that they can exchange ideas easily and easily understood.

2. Students' perception on the use of Zoom Meeting in learning English Speaking

- a. Zoom Meeting is a useful and helpful application during English speaking classes during the pandemic
- b. Students depend on an internet connection when listening to the lecturer's materials
- c. Being happy in learning process
- d. Students' opinion of the Zoom Meeting in process of learning English speaking
- e. The Zoom Meeting feature helps students in speaking learning
- f. The lecturer used the share screen feature to present material speaking English very well
- g. Zoom Meeting is effective in improving speaking skills

- h. The biggest obstacle for students when using the Zoom Meeting
- i. How students overcome obstacles they face when using Zoom Meeting Cloud
- j. Students try to understand the material presented and explained by the lecturer when using the Zoom Meeting
- k. The features in Zoom Meeting are easy to use
- l. Students prefer face-to-face learning over online learning using the Zoom Meeting
- m. Students feel enthusiastic when learning to speak through Zoom Meeting
- n. The use of Zoom Meeting has an impact on education
- o. Student expectations about the lecturer in using Zoom Meeting

CONCLUSIONS

1. Zoom Meeting has features that are easy to use by the lecturer and the students when learning English speaking, features in Zoom Meeting such as microphones, share screens, cameras, screen records, and other features are also able to increase the success of the online learning process and also improve students' English speaking skills. By paying attention to the attitude of students and the lecturer in using Zoom Meeting, it is concluded that students and the lecturer receive the Zoom Meeting application and its features that help learning English Speaking.
2. The students positively perceived the use of Zoom Meeting in learning English speaking explained that Zoom Meeting as it helps them during the pandemic and with its features that are easy to use by students makes it an application that can improve students' English speaking skills.

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