

VIRTUAL CLASSROOM: LEARNERS' INSIGHT ON ENGAGING ZOOM AS A PLATFORM FOR LEARNING SPEAKING

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Abstract

Speaking ability is a process that requires constant practice. The COVID-19 pandemic, on the other hand, has an impact on several domains, particularly education. The government required that all teaching and learning have done from home. Zoom is a sort of internet platform that is intended to assist people in learning English. The purpose of this research was to discover students' insight into engaging Zoom as a platform for English learning (speaking skills). The research method was descriptive analysis. The sample of the research was 68 nursing students Class of 2019 of Mohammad Natsir University Bukittinggi. Meanwhile, the research instrument was a questionnaire. The researcher used STATCAL and Microsoft Excel to analyze the research findings. The result of the research showed that students agreed with various statements that learning via Zoom was suitable in the current circumstance since it may assist the learning process while still allowing them to follow the learning process actively. Meanwhile, students responded positively or agreed with all the components provided on students' perceptions of Zoom as a learning platform for speaking. More extensive explanations are provided in the results and discussion.
Keywords: *online-learning, zoom, speaking skill, and student perception*

Abstrak

Keterampilan berbicara merupakan suatu proses yang memerlukan latihan secara berkala. Namun, pandemi Covid-19 mempengaruhi semua aspek khususnya pendidikan. Pemerintah memerintahkan agar belajar mengajar dilakukan secara online atau belajar dan mengajar dari rumah. Zoom adalah media online yang digunakan untuk menunjang pembelajaran bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui persepsi mahasiswa terhadap penggunaan Zoom sebagai media online dalam belajar bahasa Inggris (kemampuan berbicara). Metode penelitian ini adalah analisis deskriptif. Sampel penelitian ini adalah mahasiswa keperawatan Universitas Mohammad Natsir Bukittinggi angkatan 2019 (Kelas A & B), berjumlah 68 orang. Instrumen penelitian adalah kuisioner. Peneliti menggunakan Microsoft Excel dan STATCAL dalam menganalisa hasil penelitian. Hasil penelitian menunjukkan bahwa mahasiswa setuju dengan beberapa pernyataan bahwa belajar secara virtual dengan menggunakan Zoom sesuai dengan situasi saat ini karena dapat memperlancar proses pembelajaran dan tetap dapat mengikuti proses pembelajaran. Sementara itu, mahasiswa merespon dengan hasil positif atau menyetujui semua komponen yang diberikan terkait persepsi mahasiswa terhadap penggunaan Zoom sebagai media pembelajaran untuk kelas speaking. Penjelasan lebih rinci dijelaskan dalam hasil dan pembahasan.

Kata Kunci: *online-learning, zoom, keterampilan berbicara, persepsi mahasiswa*

INTRODUCTION

The pandemic of Covid-19 affects all aspects in most countries such as the economy and specifically education. The transformation of teaching and learning by utilizing online platforms has rapidly increased since the pandemic has been widespread. Thus, lecturers and students have been moving to work and learning from home to stop its spreading.

The solution is needed instantly to reach the goal of teaching and learning during the pandemic. It is in line with Widiastuti, I. A.M.S., Mantra, I.B.N & Sukoco, 2020 stated that in the education sector, this phenomenon certainly has a strong impact on how the learning process should be conducted. The quick solution is by utilizing online learning as has been suggested by the Indonesian education authority. However, to carry out social distancing and stem the spread of the Covid-19 virus, the government has encouraged schools and institutions to shift studying from face-to-face to remote teaching or online (Kinasih, 2021; Pasaribu & Dewi, 2021).

Nevertheless, there is a crucial challenge in transforming synchronous teaching into virtual teaching, Rekha Asmara, 2020 stated it is not easy for teachers to conduct teaching in a virtual classroom context since only a few teachers and lecturers are skilled in carrying out the course via an online learning system. Moreover, the researcher also found the crucial issue for students in conducting a virtual classroom such as unstable connections. Both lecturers and students should give more energy to familiarize themselves with a new system to achieve the goal of teaching and learning.

Moreover, online learning is a learning method that employs an interactive and internet-based LMS (Learning Management System), which is an online class program capable of reaching a large audience and group (Moore et al., 2011). Online learning is a possibility for the globe of education during the pandemic since professors can still teach and students may study even from home. It is the use of computers to access learning and other learning support materials. In this situation, the computer displays the material in answer to the student's request, and the computer will give the required resources, such as information, in response to the student's response (Carliner, 2004; Curtain, 2002; Kinasih; 2021).

Currently, platforms such as Zoom, WebEx, Google Meet, Microsoft Team, Skype, and WhatsApp are common platforms that have been used by lecturers and learners. They allow them to have a video conference/meeting and keep the process of teaching-learning well-to-do. Moreover, they can be recorded, give and receive feedback directly, keep communication between lecturers and learners, perform their live performances, and save time.

Among the platforms above, the researcher focuses on zoom as a platform in a virtual classroom. Zoom was founded in 2011 by Eric S. Yuan. It helps businesses and organizations bring their teams together in a frictionless environment to get more done. Our easy, reliable cloud platform for video, voice, content sharing and chat runs across mobile devices, desktops, telephones, and room systems. Zoom is publicly traded on Nasdaq (ZM) and headquartered in San Jose, California. (Zoom, n.d.). Furthermore, Jordan Catling, 2020 reported that our No. 1 priority is making sure that we can continue providing the highest-quality education during this time, and Zoom has been particularly useful in that aspect. Zoom provides us with a flexible set of tools to allow our organization to

continue teaching, learning, researching, and working together no matter where they are. (*Conversation and Collaboration: How Zoom Supports the University of Sydney's Delivery of Higher Education*, 2020).

Additionally, Zoom was employed to promote learning communication therefore the students' challenges in the learning process could be addressed simply and swiftly. Moreover, the benefit of online media learning webinars like Skype and Zoom is that they allow participants to share in writing and audibly, as well as share presentation screens via the display sharing function. Zoom is preferred over Skype since the internet is one of the most critical components in online learning (Cuaca Dharma et al., 2017). The findings of this research provide fresh and critical information for teachers to use as they prepare for the Covid-19 pandemic. This implies that the online learning process, like offline learning, may be carried out optimally.

Meanwhile, speaking is the process of communicating a message from one person to another to communicate with them. It is a crucial skill to teach students, therefore, they can clarify their intentions verbally. Speaking may be defined as a process that originates in the brain and is acknowledged by articulating ideas (Leong & Ahmadi, 2017). Furthermore, Kinasih (2021) stated that the more time students spend learning to communicate, the simpler it is for them to express themselves in English. Speaking abilities are required in a variety of situations. Then, People, being sociable, need to share something, answer other people's queries, or just communicate. Additionally, Speaking may be defined as a process that originates in the brain and is acknowledged by articulating thoughts (Kinasih, 2021; Leong & Ahmadi, 2017).

Although the coronavirus epidemic has prevented students from engaging in face-to-face learning, it is critical to strengthen students' speaking skills. As part of an ongoing attempt to improve students' speaking skills for informal interactions, the clinical activity was done with the aim that it would boost students' speaking skills (Widiastuti, I. A.M.S., Mantra, I.B.N & Sukoco, 2020). Moreover, speaking, as a receptive skill, is one of the most essential language skills that students must develop (Zaswita, 2019). Everyone who intends to master speaking should practice speaking regularly. Consequently, consistency and attention are required.

To continue the learning and teaching process as planned, a solution and strong university support are required; hence, it can have a substantial impact on fulfilling the English for Nursing aims. Quality English skills will stimulate the production of quality graduates to continue. The researcher used Zoom as a platform in the Nursing study program at the University of Mohammad Natsir Yarsi West Sumatera because it was suited for the subject's emphasis. He addressed his decision to employ zoom as a medium with the Chairman of the Study Program and the students. Similarly, he began utilizing zoom on March 19, 2020 and has continued to do so until the present.

According to the statements above, the researcher has been engaging zoom in conducting teaching and learning. There are sixteen meetings in a semester; he presents the project eight times and the students perform in the group eight times. Meanwhile, he shares the material via e-learning belonging to the campus. Therefore, he needs to discover the students' insight into learning English (speaking) by engaging Zoom as a platform.

METHODOLOGY

In this research, the descriptive qualitative method was employed to examine the perception of learning speaking by engaging Zoom. The descriptive qualitative technique was used to investigate and comprehend the complex actions and experiences of individual learners. Moreover, it is describing the outcome of an observation using data gathered from current sources (Baron, 2020, Ary, Jacobs, Sorensen, & Razavieh, 2010).

The research was done on 13th September 2021. Meanwhile, the instrument in this research was a questionnaire designed and modified by the researcher. The instrument was intended to acquire data on students' insight toward virtual learning. Four pointers encompassing the questionnaire metrics: 1) student engagement, 2) level of linguistic difficulty, 3), online learning platform appropriate for their requirements and condition, and 4) internet challenges. (Rakhmanina et al., 2021). Moreover, the questionnaire was made up of 13 questions. The participants completed a 5-point Likert based on the goal of the research. The scale ranged from Strongly Disagree (1) to Strongly Agree (5).

The data were acquired via Google forms by investigating participants' responses to recognize their viewpoint on utilizing zoom to gain essential knowledge, after which the data were evaluated and explained to obtain answers to questions. The research data were analyzed by using Microsoft Excel and STATCAL. During the Covid-19 outbreak, the researcher employed purposive sampling with a sample of students who had a strong network and could access virtual learning. Additionally, the sample of the research was 68 nursing students from the class of 2019 (Class A & B) of Mohammad Natsir University Bukittinggi.

RESULT AND DISCUSSION

The data of the research were acquired from 68 nursing students, they consisted of two classes (A & B). Based on the indicators employed, the questionnaire results are reported in further detail.

a) Students' Engagement

Figure 1

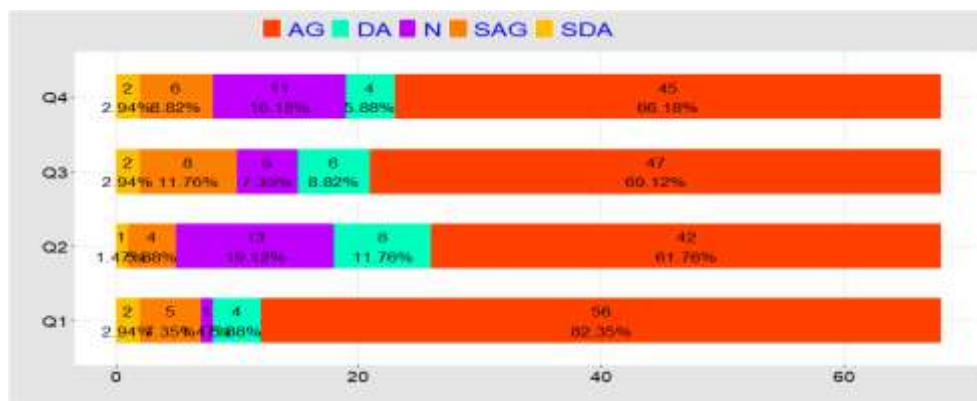


Figure 1 revealed that most students have a high contribution to learning by employing Zoom. According to questions 1-Q1, out of 68 respondents, 56 (82.35%) believed that zoom might help them understand English (*speaking*)

content properly. Furthermore, it was found that 42 students (61.70%) in Q2 agreed that this platform was a great choice for discussing, giving, and receiving feedback. Similarly, 47 students (69.12%) agreed that zoom made it simpler to perform their homework in Q3 (*drama*). Additionally, 45 students (66.18%) agreed that zoom may save time, energy, and cost in Q4. According to the findings, the students show a high level of engagement in learning English speaking by employing zoom as a platform.

This finding is consistent with previous research, which concluded that online learning with Zoom was the right option for the current situation because Zoom had appropriate capabilities such as video conferencing, which can enhance virtual teaching and learning activities, making online learning more obvious (Hamid, 2020; Kinasih, 2021). Likewise, Rakhmanina et al., 2021 revealed that among the sixty-six students who participated in the online session, 64 % of respondents responded actively during the online session.

b) Level of Linguistic Difficulty

Figure 2

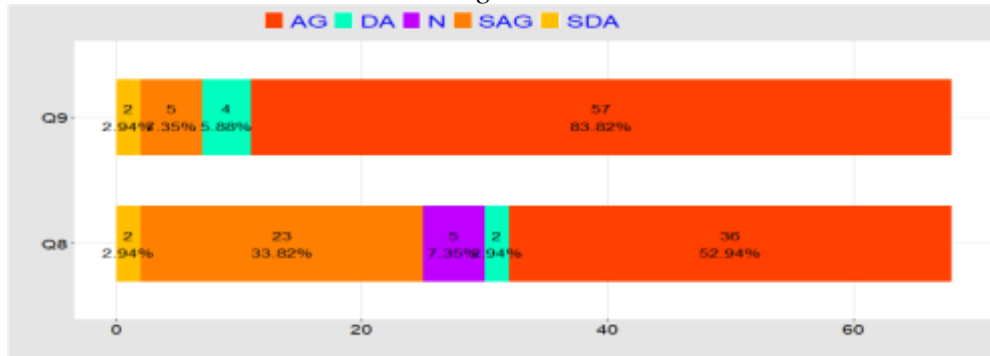


The figure uncovered the level of linguistic difficulty used when they were learning English (speaking) by employing Zoom. In this questionnaire, 4 speaking indicators are measured; vocabulary, pronunciation, fluency, and comprehension. Respondents were asked what abilities are difficult to acquire in an online English (speaking) lesson; after calculating the proportion of replies, it was revealed that on Q5 47% or 32 respondents agreed that learning speaking by employing zoom enhanced their pronunciation, and increased their vocabulary. Equally, in Q6 there were 32 respondents or 47% agreed that they understand instructions and the feedback given by the lecturer and their friends while speaking by using Zoom. Furthermore, 55.88% or 38 respondents agreed to Q7 that learning speaking via Zoom enhanced their fluency. Meanwhile, in performing drama, question, and answer, some students felt nervous and uncomfortable performing in front of the camera. It is identical to the research done by Rakhmanina et al., 2021 who stated that in speaking, the students felt shy and not familiar to perform in front of the screen in participating the role play, short talk, and others. Furthermore, Sujiatmoko, 2021 on his finding identified that diverse learning activities have become the most important factor, It was 50%. Meanwhile, feeling better than

being offline as another aspect received 30% while staying at home as another element got 20%.

c) Online Learning Platforms Appropriate for Their Requirements and Condition

Figure 3



From figure 3, not all of them met their condition and need learning by employing Zoom in a virtual speaking class. There were 2 students (2.94%) who disagreed with the statement on Q8, and 4 students (5.88%) on Q9. Meanwhile, it can be revealed that most of the students agreed that Zoom suited them for online learning (speaking), Q8 36 students (52.94%), and Q9 57 students (83.82%). The finding supported by Alberth 2011 in his research while designing online language learning, student and teacher characteristics, instructional design, support for teachers and students, technology, and language skills characteristics must all be carefully evaluated since they may impact students' learning and experiences throughout this new learning environment. Similarly, Serhan, 2020; Wang et al., 2018 revealed that students appreciated the flexibility and ease of attending courses through Zoom from distant locations. Students found Zoom sessions to be more flexible than face-to-face classes, allowing them to attend lessons from anywhere. Additionally, Zoom is more recommended to be used for e-learning (Cuaca Dharma et al., 2017).

d) Internet Challenges

Figure 4

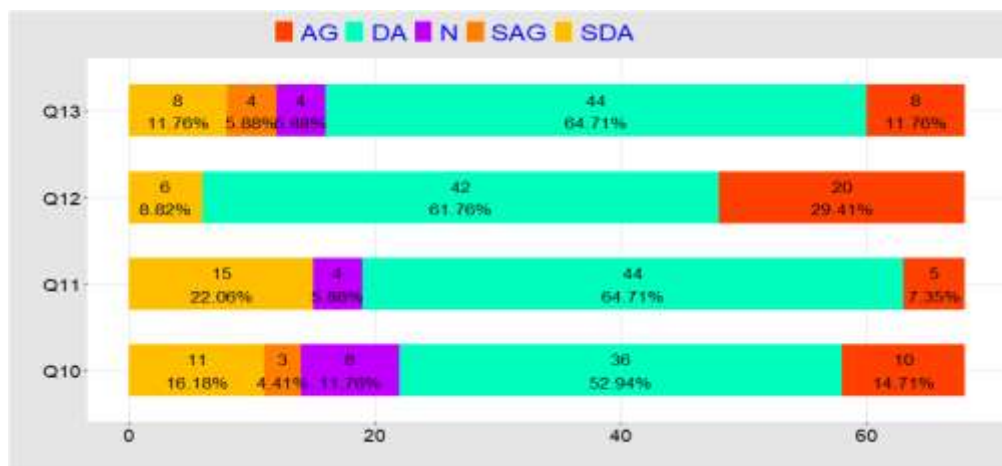


Figure 4 shows that most students in Q10 (36 or 52.94%) disagreed and 11 students (16.18%) strongly disagreed that learning (speaking) using Zoom was difficult due to a lack of technology. While some of the students agreed with the statement. In Q11, there were 44 students (64.71%) disagreed, and 15 students (22.66%) strongly disagreed with the statement that learning (speaking) using Zoom was tough because they do not have supporting tools. Regarding the internet connection issue, there were 20 students (29.41%) who agreed with Q12 that learning (speaking) using Zoom was difficult due to a low internet connection. While 42 students (61.76%) disagreed with the statement. Q13 got 44 students (64.71%) who disagreed with the statement that learning (speaking) by engaging Zoom was ineffective; a waste of time, energy, and cost. The rest of the students responded with 8 (11.76%) agreeing, 4 students (5.88%) neutral and strongly agreeing, and 8 students (11.76%) strongly disagreeing.

The findings of the research are equal to Roy et al., 2020 revealed that there were 71% of students interested in having the recordings of the Zoom meetings. Only one-fifth of the students (20.2%) requested homework, and 2.2% preferred evaluations based on the teaching calendar. Another research finding showed that Zoom has fairly good audio (83,3%), it is quite easy to initiate a conversation (50%), the visual quality is quite sharp and runs smoothly (50%), the connection is quite steady and never gets disconnected (66,7%), and it is straightforward to operate (50%) (Cuaca Dharma et al., 2017). Similarly, students take Google Hangouts Meet 55% and Zoom cloud meetings 50% to carry out learning in the form of video calls instead of face-to-face learning to practice speaking English both of the applications were easy to use and the quota requirement was not large either (Baron, 2020).

CONCLUSION

The students' insights into the engagement of Zoom as the platform for learning speaking were largely positive. It was possible to infer that online learning through Zoom was acceptable for current circumstances, flattening the learning process in the Speaking class, students enjoyed the learning process, and were more active in the class. Meanwhile, other claims were only partly agreed upon by the students, including contacts with lecturers, knowledge of content, time, and motivation. Furthermore, the students had excellent points of view about Zoom as a learning platform, particularly concerning how simple it was to engage. Students appreciated using Zoom and preferred it over other learning tools because of how convenient it is. Additionally, students would suggest Zoom as a tool for studying in other suitable courses. Likewise, the ease with which students could connect with their lecturers and classmates, as well as the lecturers themselves, made Zoom a highly alternative learning platform. Additionally, the lecturers passionately conveyed the course materials, made an effort to engage the class, and encouraged active engagement.

SUGGESTION

This research has significance for lecturers' awareness of managing online application learning for English skills such as speaking. This awareness is intended for their skills in teaching management, as lecturers must be aware of the demands of instructional media or teaching strategies that are compatible with

student needs. Moreover, this research did not dive into the issues that students had when studying English (speaking) online on Zoom. Future research can use the lack of this research as a starting point and reference. Researchers might use volunteers from several academic institutions for scientific enhancement. Adding the moderator variables; students' self-confidence, motivation, and self-efficacy, or comparing online learning through Zoom to traditional learning may also be investigated.

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