PERCEPTION ON THE USE OF ZOOM IN SPEAKING CLASS OF THE THIRD YEAR STUDENTS AT TADULAKO UNIVERSITY

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan zoom in speaking class sebagai alternatif solusi. Apakah penggunaan zoom sebagai media pembelajaran online di kelas berbicara dirasakan positif atau negatif selama era pandemi covid-19. Subyek penelitian ini adalah 47 mahasiswa angkatan 2019, tahun ajaran 2021–2022, pada Program Studi Pendidikan Bahasa Inggris Universitas Tadulako. Jenis penelitian ini adalah penelitian metode campuran dengan desain tertanam. Instrumen yang digunakan untuk mengumpulkan data adalah angket dan wawancara. Hasil analisis data menunjukkan bahwa penggunaan zoom di kelas berbicara dirasakan negatif oleh siswa, ada banyak aspek yang dipengaruhi seperti: penggunaan aplikasi zoom di kelas berbicara tidak dapat memenuhi aspek evaluasi keterampilan berbicara itu sendiri, ketidakstabilan internet gangguan koneksi di tengah transfer ilmu, masalah keuangan dalam pembelian paket internet, dan mahasiswa kurang inisiatif dalam meningkatkan prestasi berbicaranya. Namun, ada juga beberapa persepsi positif yang ditemukan dalam penelitian ini mengenai penggunaan zoom sebagai media pembelajaran. Para siswa setuju bahwa penggunaan aplikasi zoom sangat berguna dan dapat membantu siswa belajar secara mandiri yang mengubah kebiasaan belajar mereka dan mendukung siswa untuk terlibat secara aktif selama kelas berbicara. Ini menyiratkan bahwa penggunaan aplikasi zoom tidak tepat untuk digunakan di kelas berbicara. Selain itu, siswa setuju bahwa aplikasi zoom tidak dapat membantu mereka meningkatkan keterampilan berbicara mereka.

Kata Kunci: Persepsi, Zoom, Berbicara

ABSTRACT
This study aims to know students' perceptions on the use of zoom in speaking class as an alternative solution. Whether the use of zoom as a media of online learning in speaking class is perceived positive or negative during pandemic eras of covid-19. The subjects of this research were 47 students of class 2019, the academic year 2021–2022, at Tadulako University of English Education Study Program. The research was mix method research with embedded design. The instruments used to collect data are questionnaires and interviews. The results of data analysis show that the use of zoom in speaking class perceived negatively by the student, there are many aspects influenced such as: the use of zoom application in speaking class could not fulfill the evaluation aspects of speaking skills itself, instability of internet connection interfere in the midst of knowledge transfer, financial problem in purchasing internet package, and students lack of initiative in upgrading their speaking achievement. However, there are also some positive perception that is found in this study regarding the use of zoom as a media of learning. The students agreed that the use of zoom application is helpful and could help the student learn autonomously which change their learning habit and support students to be actively engaged during speaking class. This implies that the use of the zoom application is not appropriate to be use in speaking classes. In addition, students agree that the zoom application cannot help them improve their speaking skills.

Keywords: Perception, Zoom, Speaking

INTRODUCTION

Speaking skills are a communication ability that a person possesses in expressing ideas, and thoughts to convey to the interlocutor. The communication process aims to convey an idea to the other person to get a response of the information submits. Speaking learning is to train students to speak in good and true language, even a complex ability that involves factors, namely in the readiness to learn, readiness of thinking, motivation and guidance. Speaking activity has its own advantages in the classroom. It conveys a message or meaning in the form of an idea to transactional in oral.

Speaking English is not easy. Speaking is an interactive process of constructing meaning that involves the production, reception and processing of information. According to Manurung (2017) there are five to be the most de-motivating factors in Indonesian speaking class. They are knowledge about topics, fear of making mistakes, use English by the lecturers, feeling shy to speak, and lack of practice.

Unfortunately, due to Covid-19 pandemic, the teaching and learning process must be conducted online or e-learning. The existence of the Covid-19 pandemic has changed many current systems and behavior in various dominant forms of life, such as in education. The government has asked schools and universities to alternate learning face-to-face to remote teaching or online to perform social distancing and prevent the spread of the Covid-19 virus (Almendo and Dewi, 2021). With this regulation studying at school and college has been transferred to online learning.

According to the researcher teaching speaking skill using online application will decrease it effectiveness, thus some of the students will neglect some factor of speaking which is readiness of thinking, as stated by" Manurung (2017) above that one of the de-motivating factor in Indonesian speaking class is fear of making mistakes" the researcher thinks that students will prepare some written text to avoid making mistakes in their speech which will decrease their confident in learning speaking. Due to the covid-19 pandemic many applications can be accessed free of charge to support the good learning process which is intended for learning such as zoom, Google meet, and so on.

Specifically, the use of the Zoom application, it has experienced a very significant increase. One of them is used in the English learning process, especially in speaking

skill. Learners across Indonesia are having a hard time learning English speaking skill because English speaking learning requires a lot of practice in interacting with other people. According to the researcher, the use of zoom application decreases the students' interaction. In addition, the researcher experience reinforces this statement that during online classes some of the students of English department of Tadulako university did not pay attention to the online classes that being held via zoom application, instead they turned off their camera and mic while they open their social media application. Therefore, this issue attracts the researcher's interest in analyzing it.

In Tadulako University, the utilization of Zoom is massively experienced by the students. By seeing the advantages of this technology during pandemic Zoom are employed to almost the entire subject including speaking so in this research the researcher wants to find out what are the student's perception on the use of Zoom in learning speaking

METHOD

This research used mix method research with embedded design. The purpose of embedded design, as Creswell and Plano Clark (2011) state; is to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data. The data of this research was obtained through some procedure in collecting data of quantitative and qualitative research, such as: spreading questionnaire and conducting interview in the last process of research. The population of this research was the third-year student of English education study program of Tadulako University. Based on the design of this research, the researchers chose a sample by applying the convenience sampling technique. Then, the result of questionnaires and interview from the participant are displayed descriptively to answer the research questions.

FINDINGS AND DISCUSSION

FINDINGS

This section focuses on data findings related to student perceptions on the use Zoom application in speaking class. The data are described in detail in Table 1 below. The results of this research were analyzed descriptively. In offering data, the researchers

analyzed the data taken from questionnaire and interview that was conducted to the students. The researchers used the data to know student's perception on the use of zoom application in speaking class of the third-year students of English education study program at Tadulako University.

The questionnaire was conducted on February 28th, 2021 at home using Google form. The researchers conducted questionnaire to obtain quantitative data as well as the primary data of this research. Then, interview was conducted on May 5th, 2021. The interview was conducted to the students to get information that is needed for this research as well as supportive data.

No	Statement	Agree		Disagree		Strongly Agree		Strongly Disagree	
		(%)	(F)	(%)	(F)	(%)	(F)	(%)	(F)
1	I like and enjoy practicing English speaking through the Zoom application	59.6 %	28	21.3%	10	10.6%	5	8.5%	4
2	Zoom application improves my English pronunciation accuracy	25.5%	12	59.6%	28	4.3%	2	10.6%	5
3	Zoom application improves my English grammar	21.3%	10	70.2%	33	2.1%	1	6.4%	3
4	Zoom application improves my English vocabulary	46.8%	22	44.7%	21	2.1%	1	6.4%	3
5	Zoom application improves my English fluency	44.7%	21	51.1%	24	2.1%	1	2.1%	1
6	Zoom is effective learning media to use my time efficiently and practicing English independently at home	48.9%	23	23.4%	11	23.4%	11	4.3%	2

7	Zoom application use changes my learning habit on speaking course	57.4%	27	36.2%	17	6.4%	3	0	0
8	Zoom is an appropriate application to control my active participation during speaking class	59.6%	28	29.8%	14	4.3%	2	6.4%	3
9	I Found difficulty in using some features on the Zoom application	48.9%	23	34.0%	16	8.5%	4	8.5%	4
10	The stability of the fast internet connection makes my online speaking class running well	40.4%	19	17.0%	8	29.8%	14	12.8%	6
11	Digital ownership devices help me to take online speaking classes	66.0%	31	19.1%	9	12.8%	6	2.1%	1
12	I have a financial problem in purchasing internet data to download big files and participate in video conferences during speaking class	40.4%	19	31.9%	15	21.3%	10	6.4%	3
13	The student's lack of initiative hinders my online speaking class	57.4%	27	27.7%	13	8.5%	4	6.4%	3

The 13 statements in Table 1 above are classified into several components, namely statements related to student general perception on the use of zoom application (statements number 1), statements related to aspects of evaluating speaking skills

(statements 2 - 5), student responses related to the use of zoom as a media of learning (statements 6-8), and lastly, students response related to challenges of using zoom application as a media of learning (statements 9-13).

DISCUSSION

Based on the findings of the study, the data that obtained is quite convincing for the researcher that the use of zoom application in speaking class perceived negatively where most of the respondents have bad perspective on how the zoom application related to them. However, there is also some positive perspective that is found. According to the findings of the questionnaire and interview, there were four variables which are student's general perception on the use of zoom, Students' perception on aspect of evaluating speaking skill, students' perception on zoom as a media of learning, and perception on the challenges of using zoom as a media of learning speaking that are elaborated in the discussion bellow:

Table 1 in statement 1 indicates that most respondents (SA = 59.6% and A = 10.6%) have a positive perception of using the Zoom application in practicing their English speaking. Statement number 1 is also strongly intertwined from the answers Disagree (21.3%) and Strongly Disagree (8.5%). However, most respondents dominantly perceived that the use of the Zoom application is helpful in practicing their English speaking (SA + A = 78.1%). It is supported by the students who had participated in the interview with the researcher. It can be proved from the student when the researcher asked about his opinion toward the use of zoom application in learning English, he said that zoom application is helpful in supporting him to study in pandemic situation.

The percentage of negative responses were found in statements number 4 – 7 (see Table 2 above), which is a statement to cover a number of aspects of evaluation in speaking skills. Positive responses were found in statement number 4, namely 66.7% (Strongly Disagree = 10.6% and Disagree = 59.6%). Option of Agree = 25.5% and Strongly Agree = 4.3%. The dominance of negative responses is also found in the answer options in statements number 5 – 7. The dominance of this negative response shows that the application of the Zoom application in speaking courses cannot fulfil the evaluation aspects of speaking skills itself. These aspects of evaluation are reciprocal,

such as the accuracy of pronunciation, grammar, vocabulary choice, and fluency. It is supported by the student's statement who had participated in the interview with the researcher, she said that she doesn't feel any significant improvement in her speaking ability such as pronunciation, grammar, vocabulary, and fluency. Interestingly, the researcher found out that there are students that perceived that zoom application could improve their vocabulary and fluency, it is based on the result of the questionnaire above that point the amount of percentages between negative and positive response is not too distant.

Next is the use of zoom as a media of learning, the data collected from the questionnaire shows that most students agree that zoom application is an appropriate media used for learning. Positive perceptions were also found in the answer option for statement number 6 regarding student autonomy to practice in English. Respondents responded with Strongly Agree, 23.4% and Agree, 48.9%, so that the percentage of approval of the application of Zoom encouraging students to practice independently reached 72.3%. Positive ratings were also found in statement number 7, reaching 63.8% (SA = 6.4% + A = 57.4%). The dominance of positive responses was also expressed from statements 8 (see Table 1). The dominance of this positive response shows that the utilization of the Zoom application in speaking courses is suitable as media used for learning. Indeed, the respondents agreed that the Zoom application could help student independence, learning habits (from offline becomes online habits), and support students to be actively engaged during speaking class. Then from interview result, the researcher found that there are students who used zoom application to discuss learning material with their friends. The reason was because they couldn't understand the material that is given to them.

The last variable in this discussion is the perception on the challenges of using zoom. From these results, the researcher found a negative respond in this study on statement number 9-13 (see table 4 above). From the result of the questionnaire and interview, the percentage of negative responses was found to be 57.4 % in statement number 9, with disagreement reaching 48.9% and strongly disagree reaching 8.5 %. It was proved from the interview result, students who had conducted interview with the researcher had problem in sharing their screen because sometimes the feature is not running well. Another factor that became problematic in using zoom application is the

stability of the internet connection. This result is supported by the student's response to the answer options from statement number 10, which shows 70,2% (Strongly Agree 29.8% + Agree 40.4%) Students agree that the problem of instability in internet access is a challenge factor in online learning. Due to the slow speed of internet connection the teaching and learning progress got interrupted, the students mention the bad internet bandwidth gives effect such as unclear voice in online platforms, noisy and wasting a lot of internet quota. It was proved by the student, he said that internet connection is one of the problems when he used zoom application because sometimes, he got poor connection and disconnected from the class so he has to rejoin the class room which take some time to rejoin The percentage of digital device ownership is also a third factor that becomes a challenge in online learning. This is indicated by the percentage of data analysis results in statement number 11, which reached 78.8% (SA = 12.8% + A = 66.0%). However, researchers experience reinforces this result during the lecture process that most students already have digital devices in participating in the online lecture process. In the context of this research, ownership of digital devices is not a challenge. Financial aspect is one of the problems that students had when they used zoom application because they had to spend their money to purchase internet package in order for the students to participate in video conferences during speaking class and to download big files regarding zoom application. This statement is supported by data from the answer options for statement number 12, where the percentage of financial agreement reaching 61,7% (SA = 21.3% + A = 40.4%). Due to the large consumption of internet package the students had to purchase it frequently. Moreover, not all off the students have Wi-Fi on their home and the students also have different economy background. It was proved by the student interview, she said that gadget, Wi-Fi, and internet package are the main requirement in using zoom application, without them she could not run the zoom application. Student's initiative is one of the problems that is also found in this study. The researcher found that the students have low initiative value in upgrading their speaking achievement during the use of zoom application in speaking class. This statement is supported by data from the answer options for statement number 12 where the percentage reached 65.9% (Strongly Agree = 8.5% + Agree = 57.4%) students have low initiative value in upgrading speaking achievement.

This result is supported by several previous researchers, they are; Suadi (2021) and Yasin (2021) both of them researched about student perception on the use of zoom in speaking class and the results of their research are differ. Suadi (2021) found out that zoom application was considered positive by the students while Yasin (2021) found out that zoom is ineffectively to be used to teach speaking skill.

CONCLUSION

Based on findings and the analysis the present research arrives at the conclusion from interview and questionnaire. This research revealed that the use of zoom in speaking class was perceived negatively by the students. This implies that the use of zoom in speaking class did not give the best result of the progress to be one of the alternative learning media especially in speaking class because there are many aspects influenced such as: the use of zoom application in speaking class could not fulfill the evaluation aspects of speaking skills itself, instability of internet connection interfere in the midst of knowledge transfer, financial problem in purchasing internet package, and students lack of initiative in upgrading their speaking achievement. However, there are also some positive perception regarding the use of zoom as a media for learning. The students agreed that the use of zoom application is helpful and could help the student learn autonomously which change their learning habit and support students to be actively engaged during speaking class.

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