

THE UNDERGRADUATES' PERCEPTIONS ABOUT LEARNING PUBLIC SPEAKING ONLINE BY USING ZOOM

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Abstrak

Berbicara merupakan salah satu keterampilan berbahasa Inggris yang harus diajarkan kepada siswa. Namun, dikarenakan adanya wabah Covid-19, pemerintah memerintahkan agar sekolah termasuk universitas untuk melakukan pembelajaran secara online. Salah satu platform yang digunakan oleh universitas untuk menunjang pembelajaran online mereka adalah menggunakan Zoom. Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi siswa terhadap penerapan pembelajaran online menggunakan Zoom di kelas *public speaking* dan mendeskripsikan persepsi siswa terhadap kegunaan Zoom sebagai alat pembelajaran untuk belajar berbicara. Penelitian ini menggunakan penelitian survey dan melibatkan 56 siswa semester 2 sebagai responden. Hasil penelitian ini menunjukkan untuk persepsi siswa tentang penerapan pembelajaran online menggunakan Zoom di kelas *public speaking*, siswa setuju dengan beberapa pernyataan bahwa pembelajaran online melalui Zoom cocok untuk situasi saat ini karena dapat memperlancar proses pembelajaran, dengan demikian siswa menikmati proses pembelajaran dan merasa terlibat di dalam kelas. Sementara itu, terkait persepsi siswa terhadap kegunaan Zoom sebagai alat pembelajaran untuk kelas *public speaking*, siswa merespon dengan hasil positif atau menyetujui semua komponen yang diberikan, penjelasan lebih dijelaskan dalam hasil dan pembahasan.

Kata Kunci: keterampilan berbicara, Zoom, persepsi siswa.

Abstract

Speaking is one of the English language skills that must be taught to students. However, due to the Covid-19 outbreak, the government ordered schools including universities to conduct online learning. One of the platforms used by universities to support their online learning was using Zoom. The aims of this research were to describe the student's perception about the implementation of online learning by using Zoom in Public Speaking class and about the use of Zoom as a learning tool to learn speaking. This research used survey research and involved 56 students from 2nd semester as respondents. The results of this research indicated that for students' perceptions of the application of online learning using Zoom in public speaking classes, students agreed with some statements that online learning via Zoom was suitable for the current situation because it could smooth the learning process, thus students enjoyed the learning process and felt involved in the class. Meanwhile, related to students' perceptions of the use of Zoom as a learning tool for public speaking classes, students responded with positive results or agreed to all of the components given, more clearly explained in the results and discussion.

Keywords: Speaking skill, Zoom, student's perception

INTRODUCTION

Speaking is an important language skill to learn, but many people get the impression that speaking in a new language is harder than other skills (listening, reading and writing) for two reasons. First, speaking happens in 'that time', unlike writing or reading. When we are having a conversation with a person, the person will wait for us to spontaneously respond to the conversation. Second, when we are speaking, we cannot revise or edit what we want to say, unlike when we are writing (Nunan, 2003). Speaking is the way to bring a message from one person to others in order to interact with them. It is a very important skill to

be taught more to students, thus, they can express their intentions verbally. Speaking can be interpreted as a process that begins with thinking in the brain and is recognized by expressing thoughts through articulation (Leong, inglés, 2017; Yegani & Jodaei, 2017; Türkben, 2019). The longer the students are taught to communicate, the easier it is for them to express their feelings using English. Speaking skills are needed in many ways. As a social being, people need to convey something, answer other people's questions, or just communicate.

Unfortunately, teaching and learning activities that are usually carried out in schools currently must stop due to the Covid-19 pandemic. The existence of the Covid-19

pandemic has changed many existing structures and habits in various dominant forms of life, including in education. The government has asked schools and universities to change learning from face-to-face to remote teaching or online to carry out social distancing and stop the spread of the Covid-19 virus (Almendo & Dewi, 2021). With this regulation, learning at school and at university has been transferred to online learning.

Online learning is a learning system that uses an interactive and internet-based LMS (Learning Management System) which is an online class program that is able to cover a broad target and group (Moore, Dickson-Deane & Galyen, 2011). Online learning is an option for the world of education during the pandemic because teachers can still teach and students can learn even at home. Online learning refers to learning and other learning support resources available via computers. In this case, the computer presents the material in response to the student's request, the computer will provide the necessary resources such as information according to the student's response (Carliner, 2004; Curtain, 2002; Efriana, 2021). From here, there have been many platforms or applications that help the teaching and learning process for teachers and students. One of the applications is Zoom.

Zoom platform was founded by Eric Yuan in 2011 as a web-based collaborative video conferencing tool that provides many facilities such as video, audio, webinars, online meetings, and others. Many universities provide Zoom for their staff and students (Serhan, 2020). Zoom as an audio-visual platform is used as a tool to facilitate online learning for teachers and students to be able to deliver learning, communicate face-to-face, have direct conversations, and provide real-time feedback as in conventional classrooms even though they are in different places. This is also useful thus teachers can ensure that students listen to students well so that there is minimal miscommunication between teachers and students (Ahmadi, 2020; Ramadani, 2020; Suardi, 2020). There are many features provided by Zoom, including Zoom breakout rooms to present study assignments, chat room features and special group messages. Zoom can accommodate more than 50 participants. It is equipped with video calls and sound microphones. If zoom is not yet PRO then the duration of the application can be used in less than 30 minutes (Singhal, 2020; Suardi, 2020; Wiratomo & Mulyatna, 2020).

Many studies have examined the effects of using Zoom application for online language teaching and learning especially in speaking skill. A study by Vurdien (2019) aimed to explore how video conferencing could develop students' speaking skills by using Zoom application. The results showed that the scores of the students in the experimental group increased after using Zoom in learning

speaking. It means that learning using zoom as a video conference could be more effective in improving and developing students' speaking skills than face-to-face classes. Another study conducted by Bawanti (2021) aimed to describe student's attitudes towards the use of the zoom application and students' perceptions about the impact of using the zoom application on their speaking skills. The results of this research showed that online learning using the zoom application had a positive effect on the students because it made the students more confident, able to manage time, and motivated to answer the teacher's questions in English. The results also showed that students had good understanding about the materials, thus, they can improve their speaking skills in English.

There were also some researchers who investigated the perceptions about online learning. Ermawati (2017) examined the students' perceptions on the efficient applications used in online learning in the midst of covid-19 pandemic. This research was conducted to find out the perceptions of English Education Department Students about efficient application used in online learning during the midst of Covid-19 pandemic and to find out if the most efficient application used in online application during the midst of Covid-19 pandemic. The results showed positive perceptions from students about applications used in online learning during the Pandemic, the applications used were considered effective because the applications helped learning activities at home, meanwhile to students' perceptions of the most effective, economical, and comfortable application to use was WhatsApp. Another study by Cakrawati (2017) investigated the students' perceptions towards the use of online learning platforms in English classroom and benefits of using the online learning platforms such as Edmodo and Quipper. The results showed that most of the participants thought that although they had problems with low internet speed, using Quipper or Edmodo made English learning efficient and effective. They also agreed that the use of platforms for online learning can improve their understanding of learning materials, practice language skills, and acquire new vocabulary.

After knowing several previous studies that discussed the effects of platforms or student's perception of online learning but using another online application or using several applications, the researcher investigated the student's perceptions about learning speaking online by using Zoom and their perception toward the use of Zoom as a learning tool in university levels. Currently, students have to complete various activities or lecture assignments through an online application, one of which is Zoom, and the researcher want to know the perceptions of students when using this platform in online learning and Zoom as a learning tool. Hopefully, in the future we can know

whether this platform is good for the teaching-learning process or if there are other things can be developed by this platform. Thus, this can also be good for feature online learning platforms too.

Based on the research gaps and the reason explained above, two research questions were formulated in this research:

1. How are the students' perceptions about the implementation of online learning using Zoom in Public Speaking class?
2. How are the students' perceptions about the use of Zoom as a learning tool for Public Speaking class?

METHOD

This research was approached quantitatively. Quantitative research uses objective quantity to answer questions test programmed hypotheses or to gather numeric data that are used (Ary et al., 2010). The aims of this research were to describe the student's perception about the implementation of online learning by using zoom in Public Speaking class and about the use of Zoom as a learning tool to learn speaking. Therefore, the design of this research was a survey. According to Ary et al., (2010) survey research can use instruments such as questionnaires to collect information from individuals or groups, the researcher asks questions about opinions, people's beliefs, behavior, and characteristics, survey research permit the researcher to measure the participant's opinions and attitudes or to summarize the characteristics of different groups.

The target population for this research was the freshmen in the English Department at a State University in Surabaya who had taken Public Speaking course and used Zoom in their Public Speaking class. The population consisted of 72 students. The researcher used convenience sampling, which simply involves studying who is available and want for participation (Mertler, 2020). She administered a questionnaire to all students in the population, and 56 students completed it. They became the sample of the study.

The questionnaire consisted of 20 items adapted from the questionnaires developed by Nasution & Ahmad (2020), Manowong (2016), and Shahraneet et al., (2016). The items measured the participants' perceptions by using Likert scales, scoring from 1 (strongly disagree) to 5 (strongly agree). These five options were used because some respondents might feel that some questions could not be answered by simply stating 'agree' or 'disagree' (Ary et al., 2010). The researcher wrote the questionnaire in the Google Form, then the link to the questionnaire was sent to the potential participants by online chats and email.

Afterwards, the participants completed the questionnaire and submitted their answers online.

This research analyzed the data by finding the mean as the central tendency and standard deviation, the mean and standard deviation obtained using SPSS software. The data from the questionnaire calculated statistically, thus, the researcher could see the presentation of each statement then interpreted it descriptively. Before being shared to the participants, questionnaires were reviewed by expert lecturers. Based on the recommendations from expert lecturers, some necessary modifications had been made such as deleted items, paraphrased, and changed sentences. After that, questionnaires are validated by expert lecturers. Furthermore, a pilot study was conducted to ensure the reliability of questionnaire.

RESULTS AND DISCUSSION

This section reports the results of a questionnaire given to participants to determine their perceptions. The results are presented in the form of tables containing the means and the standard deviations. Table 1 shows the results of the questionnaire to answer the research question number one

Table 1 The Undergraduates' Perceptions about the Use of Zoom

No	Descriptions	Mean	SD
1.	I think online learning on Zoom is appropriate according to the current conditions.	4.13	.854
2.	I enjoy the process online learning implemented on Zoom in Public Speaking class.	3.55	.952
3.	I am more involved in Public Speaking class when online learning did on Zoom.	3.54	1.008
4.	I think online learning on Zoom help the smooth process of Public Speaking classes.	3.48	1.009
5.	I had no difficulties communicating with the lecturer during online learning on Zoom.	3.36	.980
6.	I feel the amount of interaction with my lecturer in public speaking class increased during online learning on Zoom.	3.20	.961
7.	I understand the public speaking materials provided by my friends and my lecturer presentation during online	3.20	.942

	learning on Zoom.		
8.	I think online learning activities such as discussions on Zoom motivate me to learn more about Public Speaking.	3.13	.896
9.	I think online learning activities such as discussions on Zoom are not time-consuming.	3.02	1.000
10.	I feel the quality of my interaction with other students in public speaking class was better during online learning on Zoom.	2.96	.953

The table shows the various results of the mean and standard deviation, in the table above, the highest mean was 4.13 and the highest standard deviation was .854. The lowest mean was 2.96 and the lowest standard deviation was .953.

The table showed that in the item number 1 (\bar{X} =4.13, S =.854) indicated that students agreed with online learning on Zoom was in accordance with current conditions. This result supported the previous study which found that online learning using Zoom was the appropriate choice for the current situation because Zoom had adequate features such as video conferencing that can facilitate distance teaching and learning activities, thus online learning is clearer (Hamid, 2020).

The item number 2 (\bar{X} =3.55, S =.952) indicated that students enjoyed the online learning process through Zoom in the Public Speaking class. Then, the item number 3 (\bar{X} =3.54, S =1.008), indicated that students had higher learner engagement when learning public speaking online did on Zoom. The item number 4 (\bar{X} =3.48, S =1.009) indicated that online learning on Zoom could help smooth student's learning process in Public Speaking class. According to Shodik et al. (2021) who found that using Zoom improved the students' speaking skill, Zoom could make the students pay attention during the teaching and learning process because online learning on Zoom might create a pleasant atmosphere so as to make learning activities fun and relaxed. Therefore, this made the students comfortable to communicate and confident to answer their questions in online class using English.

The item number 5 (\bar{X} =3.36, S =.980) indicated that students had moderately no difficulties when communicating with lecturers during online learning on Zoom. The item number 6 (\bar{X} =3.20, S =.961) indicated that students moderately had good interactions with lecturers increased during online learning in Public Speaking

classes on Zoom. The item number 7 (\bar{X} =3.20, S =.942) indicated that students moderately could understand the materials of public speaking presented by lecturers and friends during online learning on Zoom. The item number 8 (\bar{X} =3.13, S =.896) showed the students felt moderately motivated to learn more after online discussing activity on Zoom. The item number 9 (\bar{X} =3.02, S =1.000) indicated that the students thought online discussion activities on Zoom were moderately time-consuming. According to Thumnong (2020) in his study about the interaction between students and lecturers, four students admitted that they had relatively smaller opportunities to communicate with lecturers in online classes, while the other four students felt there was no difference in their interactions with lecturers in online classes. It was also supported by the study conducted by Wahidiyati (2020). The students found it a little difficult to communicate, ask question and respond to their lecturers and friends due to the signal and limited time. Poor signals also made them wait for their friends who were late to join class and made the lecturers only have less time to explain the material. With the existing obstacles, students had difficulties in understanding the materials and also diminish their motivation to learn.

The last item (\bar{X} =2.96, S =.953) showed that students viewed the quality of the interactions with classmates through Zoom as moderate. According to Martin et al. (2012), online learning through video conferencing is indeed something new for students. This can be beneficial for those who are usually shy to contribute in class as they will try to communicate via chat or audio features provided by Zoom. On the other hand, students who do not like to fight will find it difficult to communicate through online learning like this.

In summary, the undergraduates thought favorably about how the use of Zoom in the Public Speaking classroom was suitable with the condition where the pandemic required distance learning. They moderately agreed with the rest of the statements about learning Public Speaking online through Zoom. Next, it is essential to elicit their perceptions about the app itself, and they are described below (Table 2).

Table 2 The Undergraduates' Perceptions about Zoom App

No.	Descriptions	Mean
1.	I think signing on to the Zoom is easy.	4.34
2.	I think it is easy to understand Zoom's system.	4.27
3.	I think Zoom is my first choice in online learning compare to other learning tools.	4.23
4.	I like Zoom as a learning tool.	4.18
5.	I will recommend Zoom as a learning tool to be applied to other appropriate courses.	4.14
6.	I think the quality of the learning activity via Zoom was excellent.	3.75
7.	I think Zoom is an excellent learning tool because it makes it easier for lecturers to provide useful feedback.	3.71
8.	I think Zoom is an excellent learning tool for social interaction such as lecturer and students or students and students.	3.63
9.	I felt comfortable conversing through Zoom. The lecturers always try to make the students to engaged and participate in productive.	3.61
10.	I felt the lecturers are enthusiastic in explaining and teaching via Zoom.	3.59

more effectively and easily via smart phones. In addition, it was easier for them to communicate with their teachers

and friends due to access to video conferences anytime and anywhere. The results of her research also show that the quality of the curriculum using Zoom can be used in all learning topics, especially in learning English.

As to the other aspects of the app, the participants moderately agreed with them. The participants found that the quality of learning activities via Zoom was mediocre ($\bar{X}=3.75$, $S=.977$), and so were Zoom's features to provide feedback ($\bar{X}=3.71$, $S=.929$) and Zoom's features to facilitate the interactions between the lecturers and the students or among the students ($\bar{X}=3.63$, $S=1.037$).

According to Ahmadi, (2020) Zoom was an audio-visual platform used to support the interests of online learning to make it easier for teachers and students to communicate face-to-face, discuss, have real-time conversations even though they were in different places, thus teachers could continue to teach, students could pay attention to learning well, and the occurrence of miscommunication between teachers and students during learning could be minimized.

Finally, Zoom could moderately boost the learner engagement and encourage the students to participate the classroom ($\bar{X}=3.61$, $S=.966$) and enable the lecturers to teach enthusiastically ($\bar{X}=3.59$, $S=.968$) indicated that the lecturer explained and taught enthusiastically via Zoom. According to Martin et al. (2012), the lecturers' direct feedback, the ability of lecturers to attract students' attention and the presence of lecturers in the form of visual conferences were beneficial for the students and made the students' learning experience better.

The highest mean was obtained for the ease of signing in to Zoom ($\bar{X}=4.34$, $S=.978$), and the second highest was for the ease of understanding the system of Zoom ($\bar{X}=4.27$, $S=.924$). This was consistent with the results of the previous study which showed that students preferred Zoom as a learning tool because it was easy to use (Baron, 2020). Besides, they could use Zoom on a smart phone or on a laptop, it was quite flexible.

The participants also strongly agreed with some favorable statements about the app. They chose Zoom as the first choice in online learning compared to other learning tools ($\bar{X}=4.23$, $S=.914$), liked Zoom as a learning tool ($\bar{X}=4.18$, $S=.876$), and would recommend Zoom as a learning tool used is several appropriate courses ($\bar{X}=4.14$, $S=.841$). According to Bawanti (2021), the results of her research showed a positive response from students who felt that Zoom was the right learning tool nowadays because Zoom could help them handle the learning process

CONCLUSION

The students' perceptions about the implementation of online learning using Zoom in Public Speaking class were generally favorable. It could be concluded that online learning via Zoom was appropriate with the current situation, online learning via Zoom smoothed the learning process in the Public Speaking class, thus students enjoyed the learning process and more involved in the class. Meanwhile, there were several statements that the students only moderately agreed, namely, the interactions with the lecturers, the comprehension of materials, the time and their motivation.

They expressed high opinions about Zoom as a learning tool in Public Speaking class, especially related to the ease of access and the uncomplicated system. With the convenience that Zoom provides, students liked to use Zoom and chose to use Zoom compared to other learning tools, students would also recommend Zoom as a learning tool for other appropriate courses. In addition, Zoom was

considered an excellent learning tool for social interacting because it made it easier for students to communicate with lecturers and their friends and makes it easier for lecturers to provide feedback, lecturers also explained learning materials enthusiastically, always tried to get students involved in class, and participated productively.

Based on the results obtained from this research, there are several suggestions for the future research. This research did not search about the challenges faced by students when learning public speaking online via Zoom, the future research can use the lack of this research to be used as material for further research. This research used participants from one university, for further research, they can use participants from several universities. The future research can also make research on comparing online learning via Zoom and traditional learning.

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