



The Effect of using Zoom Application on Student's Speaking Skills

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Abstract

This study intended to see whether there is an effect of using the zoom application on student's speaking skills or not. This study was conducted at SMP Negeri 11 Tanjungpinang in the academic year of 2021/2022. The researchers selected class VIII.4 which the number of students was 31 as the object of this study. The researchers used quantitative methodology and the design was a pre-experimental design in which the researchers used one-group pre-test/post-test with treatment. In this study, the researchers used an oral test as the instrument of this study. The alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It could be seen from data calculated using paired sample t-test formula. Based on the data calculated, it could be seen that the significance was 0.133. It was normal because $0.133 > 0.005$. While the Sig.1 tailed was 0.000. It means that there is a significant effect of using zoom application on student's speaking skills at 8th grade of SMP Negeri 11 Tanjungpinang because the sig.1 tailed $0.000 < 0.005$. Based on the findings, the researchers suggest the teacher use zoom application for teaching speaking, because this application gave a significant effect on student's speaking skills.

Keywords: Zoom Application, Speaking Skills, Recount Text.

I INTRODUCTION

As the international language, English is used in every single country especially in Indonesia. Even though English is a foreign language but learning English is very important since early. Nowadays, our world has been contaminating by a coronavirus that makes our activities are stopped. Actually in school, all activities in school were stopped because we are trying to protect ourselves from coronavirus. Most students still have difficulties in speaking skills. It is caused by some factors among the; students are not interested in learning speaking, then students are embarrassed to speak English actually in this pandemic situation makes it difficult for students to learn English without meeting face-to-face with the teacher. Another problem was the teacher can not teaching without a face-to-face system. Teaching

speaking needs face-to-face interaction in order student can understand and also know how to speak. Then the next problem was Most students are passively when learning using WhatsApp group. They were better silent than speak. Meanwhile in zoom application during learning, students were passive, so a teacher could not assess how their speaking is. They were scared of making fault in speaking English. Then another problem that makes them feel embarrassed was the lack of vocabulary. In speaking English, the important thing is vocabulary. Due to lack vocabulary it made them cannot speak English. The students also had no motivation in Learning speaking, because they mostly learned writing and reading. Actually in the generic structure of anything kind of text. They were not paid attention to the generic structure. They had arranged the text with an incompleting generic structure.

Zoom Application was the second media in learning speaking during the pandemic. It was a tool to communicate with other people through face-to-face video conferencing. When using the zoom application, the students and teacher can send information directly to others.

Speaking is an act of expressing student's thoughts and feelings in retelling their personal recount text. According to Bailey (2000), speaking is an interaction where the speaker builds intention in producing and receiving the information. Speaking is also can defined as conveying information and exchange it between student and teacher; student and their friend. Brown (2007) states that speaking skills must have five aspects; vocabulary, pronunciation, fluency, comprehension, and grammar. The researchers involved the English teacher to calculate the students' scores based on the assessment rubric. The researchers focused on the effect of using zoom application, generic structure, grammar, vocabulary, and fluency of what they speak based on their personal recount text in basic of competence in the first-semester grade 8th of SMP Negeri 11 Tanjungpinang. The researcher expected that this research will be useful for the readers to improve their knowledge. The researchers used recount text as the material to assess the student. Recount text is a text that tells about a student's experience. According to Dirgeyasa (2016), there are three parts of recount text; orientation, event, and re-orientation. The researcher used a rubric to assess the students.

Zoom application permits users to fulfill one another nearly. Zoom Application was the second media in learning speaking during the pandemic. Through the zoom application, the researcher would measure their speaking skills with zoom participants (Wargadinata, Wildana, et.al. 2020). It was a tool to communicate with other people through face-to-face video conferencing. When using the zoom application, the students and teacher can send information directly to others. During the Covid-19 pandemic, Zoom was the selection for several government agencies, universities, non-profit organizations, and people (Eric Yuan cite in Serhan, 2020). In several schools, it became without delay obtainable for students and teachers. Teachers were ready to use the various options of the zoom to make interactive learning environments.

The use of the zoom application was relevant to these previous studies; first was created by Arifani (2021) in which her study geared toward determining the teacher's means in implementing Zoom Application in teaching speaking on the narrative text and investigating the angle on Zoom Application to boost speaking skills During Online Learning. The second was by Alzatma (2020) who geared toward determining the academics implementing Zoom in teaching speaking ability. The third was by Ramya (2017) aiming to assess the affectivity zoom application in teaching speaking (Nunan, 2003) by face-to-face between teacher and students. The fourth previous study was the research by Badr (2020). The purpose of this study was to investigate the effect of online collaborative learning on developing English majors' speaking skills and social presence. The study employed the one-group pretest-posttest quasi-experimental design. The researcher used the zoom application as the media for developing English Major speaking Skills. The findings showed that zoom application was a significant effect on speaking skills. it can be concluded that the online collaborative application on developing English majors speaking skills. The last previous study was relevant to this study. It showed that there is a significance of using zoom application on student's speaking skills. Based on the previous explanation, the result accordance with the purpose of this study, i.e. to find out whether or not there is a significant effect of using zoom application on student's speaking skills grade 8th in SMP Negeri 11 Tanjungpinang.

II METHOD

This research used quantitative research methodology (Neuman, 2014). It was technique support by the measurement of amount or quantity. In other words, the researcher gave the information that was collected statistically to realize the findings. This research study was classified into pre-experimental research with one group pre-test and post-test control design (Örnek, 2007). The researchers experimented by using zoom application as the independent variable while students speaking skills as the dependent variable. The researchers have given treatment to one group that is VIII.4 class as the Experimental Group.

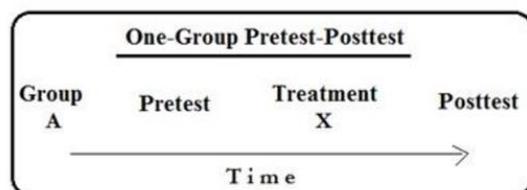


Figure 1. Research Design of the Study

The researchers conducted this research in SMP Negeri 11 Tanjungpinang. The researchers did this research in July 2021. The researcher took the population from the eighth grade of SMP Negeri 11 Tanjungpinang in the academic year of 2020/2021 and divide it into five classes. The researchers chose one class VIII.4 (31 students) as the experimental group (Creswell, 2019). The researchers used purposive sampling because it was the only class that can be assessed at that time. This study used a test as the instrument for assessing the student’s speaking skills. The pre-test was given to each team before the treatment. Here, the researchers took a look at the students’ speaking skills by using an oral test. The researcher used SPSS.20 (Ghozali, 2012) to analyze the data.

III RESULT

This is the table mean of pretest score. These scores were combined scores from the English teacher of SMP Negeri 11 Tanjungpinang and the researcher.

Table 1. Student’s Pre-test Score

Total score	Total students	Mean
1,670	31	51.935

Based on the table 1. The mean of pre-test was 51.935. Then the researchers calculated the standar deviation and standard used SPSS 20. It can be seen from this table 2.

Table 2. The calculation of Mean, SD, SE using SPSS for Pre-test

	N	Range	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
score pre-test	31	35.0	40.0	75.0	51.935	1.5628
Valid N (listwise)	31					
	Std. Deviation	Variance	Kurtosis			

	Statistic	Statistic	Statistic	Std. Error
score pre-test	8.7013	75.712	1.746	.821

After calculated the mean of the pre-test, the researchers calculated the post-test score. This is the table mean of a post-test score. These scores were combined scores from the English teacher of SMP Negeri 11 Tanjungpinang and the researcher.

Table 3. Student’s Post-test Score

Total score	Total students	Mean
2,315	31	74.677

Based on the table 3. The mean of pre-test was 74.677. Then the researchers calculated the standar deviation and standard used SPSS 20. It can be seen from this table 4.

Table 4. The calculation of Mean, SD, SE using SPSS for Post-test

	N	Range	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
score pre-test	31	22.5	65.0	87.5	74.677	1.0921
Valid N (listwise)	31					
	Std. Deviation		Variance		Kurtosis	
	Statistic		Statistic		Statistic	Std. Error
score pre-test	6.0808		36.976		-1.032	.821

In testing the hypothesis, the researchers calculated the score using paired sample T-test. Before running paired sample T-test, the researchers made sure that the distribution of this research was normal. To measure the normality of the data, the researchers used the SPSS program.

Table 5. Testing Normality

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	score pre-test	51.9355	31	8.70129	1.56280
	score post-test	74.6774	31	6.08077	1.09214
			N	Correlation	Sig.
Pair 1	score pre-test & score post-test		31	.276	.133

Based on table 5, it could be seen that the significance was 0.133. It was normal because $0.133 > 0.005$. After knew the distribution was normal and was have the same varieties, the researcher did the hypothesis test. To seek out whether there is a significant effect on student’s speaking skills at 8th grade of SMP Negeri 11 Tanjungpinang, the researchers used the SPSS program to analyze the pre-test score and post-test score.

Table 6. Paired Samples T-test

		Paired Differences	T	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	score pre-test - score post-test	-19.39053	-13.858	30	.000

Based on table 6, it could be seen that the Sig. 1 tailed was 0.000. It means that there is a significant effect of using zoom application on student’s speaking Skills at 8th grade of SMP Negeri 11 Tanjungpinang because the sig.1 tailed $0.000 < 0.005$.

IV DISCUSSION

The researchers proved the result of this study showed that there was a significant effect of using zoom application on student’s speaking skills at 8th grade of SMP Negeri 11 Tanjungpinang. It can be seen from the results that showed the score of sig.1 tailed was less than 0.005. It means that the null hypothesis (H_a) was accepted and the alternative hypothesis (H_0) was rejected also answered that there was a significant effect of using zoom application on student’s skills at 8th grade of SMP Negeri 11 Tanjungpinang. Through the zoom application, the students can train their speaking ability to make them accustom to speak with the zoom participant then the teacher can easily measure their speaking (Wargadinata, Wildana, et.al. 2020). The results of this study were supported by the fourth previous study from Badr (2020) that study showed that there was a significant effect of using zoom application on developing English majors’ speaking skills. The second study is from Leonardo (2017) that revealed in the *Íkala Journal* 2017. This study investigates the impact of using virtual learning to develop oral skills in the EFL classroom. Then another study is a thesis from Fajar Shodik (2020). This study used the zoom application to improve student’s speaking skills at Senior High School. This study was proved that the zoom application could improve student’s speaking skills. the result of this study showed an increase in pre-test and post-test scores.

Thus, in a pandemic situation, the effect of using zoom was showed that the students were the use of zoom application were enthusiastic in response to all of the teachers' commands because the zoom application has many feature on student’s speaking skills. This supported According to Luh Devi (2020) Speaking is one of four main skills that area unit duty-bound to be down pat by the researcher, most significantly for English department students. Moreover, currently, the mobile facility has equipped with various applications that can be used to learn English speaking in this pandemic era. It is also supported by Lathifah, et. al (2020) many Zoom Meeting options support the teaching and learning method; raise hand feature, screen sharing feature, whiteboard feature, screen recording feature.

Another result of this research was obtained by a combined assessment by the 8th grade English Teacher and the researchers. The English teacher was also very important in calculating student assessment so that the results of student scores were more accurate, if only the score from the researchers it could not be ascertained the accuracy of the assessment. The score was determined based on the assessment rubric in chapter three. There were four categories of assessment; generic structure, grammar, vocabulary, and fluency. Based on the theory from Brown (2007) speaking skills must have five aspects they are vocabulary, grammar, fluency, comprehension, pronunciation. The researcher was not assessed comprehension and pronunciation because these two things were still difficult for junior high school students.

V CONCLUSION

This research concluded that zoom application has a significant effect on student's speaking skills at 8th grade of SMP Negeri 11 Tanjungpinang. The zoom application has many advantages that helped students to learn speaking. One of the zoom's advantages was to support video and audio conferences. Especially for this pandemic situation, whereas the teachers can not teach the student in the class. Using the zoom application can help the teacher to keep teaching their student with face-to-face features. The teacher also can watch all of the activities of their students. During the learning process, the students were enthusiastic in learning personal recount text using zoom application even though sometimes they do not on the camera of zoom application, but when the researchers asked them to turn on the camera, they directly did what the researchers wanted. Zoom application gave us know that there was a significant effect on student's speaking skills at 8th grade. It was proved from the results.

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