English Major Students' Attitudes Towards The Use of Zoom Meeting for Online Learning in Learning English Speaking Skill

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Abstract: Many students may find it difficult to build good English speaking abilities due to the language's complexity. The differences between English and the native tongue cause discomfort when speaking the new language in front of others. Therefore, Zoom Meeting application can be used by teachers to teach English, especially in teaching English speaking classroom. A case study research was conducted to explore English major students' attitudes in using Zoom Meeting for online learning in learning English speaking skill. The data collection were collected by creating a questionnaire that consisted of 15 statements. The questionnaire was distributed via Google Form. The participants of this study were students of English Education Department from a state university in Karawang which is selected randomly about 9 students from second semester students. The result revealed that the use of Zoom Meeting applications make students understand some speaking class learning materials easily. However, in the other case, most of the them were bored with the implementation of online classes and lost of motivation to study during the COVID-19 pandemic. In conclusion, the majority of English major students' had both positive and negative attitude toward the use of Zoom Meeting for online learning in teaching English speaking skills.

Keywords: English Major Students, Online Learning, English Speaking Skill, Zoom Meeting.

INTRODUCTION

Speaking is one of the four macro abilities needed for effective communication in any language, especially when speakers are not speaking their first language. Since English is universally used as a means of communication, especially in the digital world, English speaking abilities should be enhanced so that these integrated skills will increase communication achievement both with native English speakers and other members of the global community. Speaking is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and fluency (Brown & Abeywickrama, 2004). In addition, speaking is the use of oral language to interact directly and immediately with others (Butler et al., 2000). Therefore, speaking skill could be the most important language skill to be used in communication.

As an impact of the COVID-19 epidemic, online learning (e-learning) is now considered as an essential part of the learning process. To avoid the transmission of the corona virus, educational practices that were previously undertaken in face-to-face activities have been discontinued. Therefore, e-learning has become the conventional method of learning process in universities opposing the traditional methods (Alabbasi, 2017). Whatsapp, Google Classroom, Skype, Zoom Meeting, and other applications that help the learning process are examples of medium that can be used as a bridge between lecturers and students in online learning (Fitriyani et al., 2020). On the other hand, one of the most commonly used technologies for online learning today is Zoom Meeting, an online video conference program that serves as a communication tool (Fitriyani et al., 2020). Futhermore, according to educators and teachers, this application is easier to use than other online video conference applications.

The impact of COVID-19, many students require a fundamental understanding of speaking, which includes how to correctly pronounce words, speak fluently, and other elements. Students may find it difficult to build good English speaking abilities due to the language's complexity (Nunan, 1999). The differences between English and the native tongue cause discomfort when speaking the new

language in front of others (Ellis, 2008), as well as a lack of opportunities to practice the language often and in a variety of situations. Therefore, Zoom Meeting application can be used by teachers to teach English, especially teaching speaking. Zoom is a program (platform) established by Eric Yuan that serves as a written, spoken, and video communication medium with a variety of helpful, low-cost, and user-friendly features that suit your demands. In addition, Zoom has an automatic activity recording capability that may be used to create activity documents that can be retrieved and played again at a later time. Zoom has a significant advantage over other programs, including the ability to connect space, time, and students' flexibility time during the learning process.

Various studies have been conducted on the role of online applications in English language skills. One research stated that students believe FB can be used as a platform to facilitate learning English (Kabilan et al., 2010). While, students have been shown to learn English vocabulary more effectively by playing online games (Ashraf et al., 2014). Another research is about internet regarded as a powerful, precise, and accurate resource bank and tool for foreign language teaching (Arikan, 2014), such as reading online content (Park & Kim, 2017).

Several English learning techniques, such as vocabulary mastery and reading competence, have been shown to be useful in improving English language skills in prior studies. However, there hasn't been much research into using online applications to teach and learn speaking skills. Therefore, this study aims to show English major students' perception of one of the online application that can be used for teaching and learning English speaking skill, which is Zoom Meeting.

Online Learning

There are numerous definitions for the term "online learning." Web-based training, e-learning, distributed learning, Internet-based learning, web-based instruction, cyber learning, virtual learning, or net-based learning are all terms used by (Urdan & Weggen, 2000) to describe online learning. It is a subtype of distance learning that includes virtual classrooms, computer-based learning, web-based learning, and digital collaborations, among other technical applications and learning approaches. It indicates that this approach includes all

electronic media for providing course content, including the Internet, intranets, extranets, satellite broadcasts, audio/video tapes, interactive TVs, and CD-ROMs.

English Speaking Skill

A language is a collection of arbitrary spoken symbols that enable all people of a culture, or those who have learnt the culture's system, to communicate and interact. The act of conveying information via the use of words is referred to as speaking. Furthermore, speaking is an action that allows us to verbally communicate our thoughts and feelings (Brown & Abeywickrama, 2004). It's one of the four macro abilities needed to communicate effectively in any language, especially when speakers aren't speaking their native tongue.

Speaking is essential because it is mostly used to communicate on a global scale. Some researchers believe that speaking is the most important skill for business and government workers in the field, and that it is at the heart of second language learning, especially in second language learning (Egan, 1999). The contrasts between English and the native tongue induce embarrassment when speaking the new language in public (Ellis, 2008), as well as a lack of opportunities to practice the language frequently and in a variety of settings (Shumin, 2002).

Zoom Meeting

Learning has changed as an impact of the COVID-19 epidemic, one of which is that learning is now done online from the comfort of one's own home (Support et al., 2020). By leveraging technology connected to the internet, the termination of face-to-face learning activities is transferred to remote learning. In addition, one of the most commonly used technologies today is the online video conference application via Zoom Meeting, which serves as a communication tool that is easier to use than other online video conference programs, according to educators and teachers.

METHODS

Research Design

This study on "English Major Students' Attitudes of Using Zoom Meeting for Online Learning in Teaching English Speaking Skill in Times of COVID-19" conducted with qualitative method using case study. It aims only to present

a detailed, contextualized picture of a particular phenomenon (Yin, 2009). A survey answer scale 'yes' or 'no' has conducted. The question was developed into 15 items. The questionnaire was created to assess English major students' attitudes toward using the Zoom program of how Zoom can help them improve their speaking skills. The participants were invited to complete a survey that was sent using Google Forms.

Participant

The participants of this study were English major students' of English Education Department from a state university in Karawang which is selected randomly about 9 students from second semester students.

Instrument

A survey answer scale 'yes' or 'no' has conducted. The question was developed into 15 items. The questionnaire used in Bahasa to make it easier and ensure students' perception with the use of Zoom Meeting in learning English

speaking skill. The questionnaire was created to assess their attitudes toward using the Zoom program of how zoom can help them improve their speaking skills. The participants were invited to complete a survey that was sent using Google Forms.

Data Collection

The data was collected by creating a questionnaire based on English major students' attitudes toward using Zoom in teaching and learning English speaking skill. The questionnaire is consisted of 15 statements. The questionnaire was distributed via Google Form.

FINDINGS AND DISCUSSION

Findings

The findings are presented based on each questionnaire. The following is charts of the percentage obtained for each component in question to the students.

Table 1. English major students' attitudes toward using Zoom Meeting

No.	Statement	Yes	No
1.	I enjoyed using Zoom during the class	77.8%	22.2%
2.	I feel bored using Zoom during the class	88.9%	11.1%
3.	I feel confident because I like to study online alone	11.1%	88.9%
4.	Online learning using Zoom increased my motivation for studying	11.1%	88.9%
5.	Online learning using Zoom makes me lazy to study	88.9%	11.1%

In line with English major students' attitudes toward using Zoom Meeting, the data indicates that 77.8% of them enjoyed using Zoom Meeting during online class, however most of them around 88.9% feel bored using Zoom Meeting during online class. On the other hand, 88.9% of the students feel insecure because

they don't like to study alone and 88.9% of the students showed that online learning using Zoom Meeting didn't increase their motivation for studying. In addition, most of students them around 88.9% agreed that online learning using Zoom Meeting make their lazy to study.

Table 2. English major students' perceptions of the impact of Zoom Meeting in improving their speaking skill

No.	Statement	Yes	No
1.	Online learning using Zoom improving my speaking skill.	22.2%	77.8%
2.	I study online using Zoom application alone I remember some vocabularies better	55.6%	44.4%
3.	I prefer online speaking assignment so that I can do it myself without any help from others	33.3%	66.7%
4.	I don't face difficulties in answering teacher's questions	22.2%	77.8%
5.	Online learning using Zoom application I can understand the lessons easily	77.8%	22.2%

In line with English major students' perceptions of the impact of Zoom Meeting in improving their speaking skill, the data indicates that 77.8% didn't agreed that the use of Zoom Meeting for online learning improving their speaking skill and 55.6% of English major students' remember some vocabularies better when study online alone using Zoom Meeting.

On other hand, 66.7% of students didn't prefer online speaking assignment so that they can't do it without any help from others an most of students around 77.8% didn't faced difficulties in answering teacher questions. In addition, 77.8% of the English major students' agreed that online learning using Zoom Meeting make their understands the lessons easily.

Table 3. Behavioural intention when learning speaking skill

No.	Statement	Yes	No	Some Time
1.	Does your teacher use English as medium of instruction for the teaching of English in your class?	55.6%	0	44.4%
2.	Do you respond in English?	22.2%	11.1%	66.7%
3.	Does your teacher use interactive techniques in teaching English?	66.7%	0	33.3%
4.	Does your teacher use mother-tongue while teaching English?	11.1%	22.2%	66.7%
5.	Do you speak English with fellow students?	22.2%	22.2%	55.6%

To provide answers in the Table 3 about activity in the class during learning speaking skill. More than half of 55.6% of English major students' stated that their English teacher use English as medium of instruction for teaching and sometimes 66.7% of students respond teacher answers in English. In addition, more than half 66.7% of students agreed that their teacher use interactive techniques in teaching English speaking skill. On other hand, about 66.7% of teachers sometimes use mother tongue (Bahasa Indonesia) while teaching English, and more than half about 55.6% of students speaks English with fellow students

Discussion

The distribution of questionnaires is given to English major students' consists of three components, which are information about students' attitudes toward using Zoom Meeting, the impact of Zoom Meeting in improving their speaking skills, and behavioural intention that measure actions of the students' while using Zoom-mediated of speaking classroom. The questions are given to students in the form of a questionnaire aim to determine their attitudes of the use of Zoom Meeting for learning speaking. The data collections showed interesting findings in relation to the research questions.

Reviewing from the data, it can be concluded that there are many advantages and disadvantages with the use of Zoom Meeting for online learning in teaching English speaking skills for English Education Department students in the second semester. Most of the students found it very helpful to have the Zoom Meeting application in online classes during the COVID-19 pandemic. They enjoy using Zoom Meeting. However, more than half of students agree that using Zoom Meetings is getting boring and makes them even more lazy to study. This happened because of the COVID-19 pandemic that had lasted for more than one year and they still couldn't study together with their friends. The ineffectiveness of online group discussions makes them even more unsure that using Zoom Meetings can improve their speaking skills. They prefer to study in groups directly so that the results of the assignments given are of higher quality.

In addition, in line with English major students' behavioural intention of the impact of Zoom Meeting in improving their speaking skills, the data indicates that it is very difficult for most of students to improve their skills online using Zoom Meeting. This is still related to the previous problem. English major students' will be more interested and understand the teacher's explanation face-to-face, because when learning is carried out face-to-face, students will get direct feedback both from the teacher and from peers. Therefore, it can be concluded that they are bored

with online classes using Zoom Meeting. However, by using Zoom Meeting in speaking class, they can understand the lesson easily.

On the other hand, more than half of English major students' agreed that their English teacher use English as medium of instruction for teaching and sometimes students respond to teacher questions in English. It means, the teacher tries to improve students' speaking skills by using English as a medium of instruction. I will benefit for students speaking skills. On other hand, teachers sometimes use mother tongue (Indonesian) while teaching English. Indonesian is difficult to separate because it has become the mother tongue and everyday language for both teachers and students, but in speaking classes the teacher still prioritizes the use of English. In addition, more than half of students speaks English with fellow students. This is one of the factors in increasing students' speaking skills.

By using Zoom Meeting, there are many positive and negative effects for students who want to improve their English speaking skill. It depends on the students' determination to continue learning English.

CONCLUSION

The result of the study showed that the use of Zoom Meeting for online learning in teaching English speaking skills give positive and negative impacts. Zoom Meeting applications make them understand some speaking class learning materials easily. In addition, teachers who always actively interact with students using English make students more active in improving their speaking skills. However, in the other case, most of the students were bored with the implementation of online classes during the COVID-19 pandemic. They increasingly lose motivation to learn because they want more effective face-to-face learning..

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