

Examining Student Speaking Ability Through Zoom Application in Pandemic Covid-19 Era

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ABSTRACT :

This study aims to measure the effectiveness of the zoom application for junior high school students. This study uses experimental research with a pre-experimental design one-group pretest-posttest with a quantitative description of the method. The subjects of this study were 30 eighth grade students in semester 1. The Paired Sample t-test table showed that the average speaking score of the students on the pre-test and post-test increased from 43.70 to 55.47. This shows that the students' scores increased after being taught by using video blogs. The results of the paired sample t test also showed a sig value of .000. As a condition of the hypothesis, whether the significance value is less than the significance level (0.05), it means that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. From the above requirements it can be concluded that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ho) is accepted. This means that there is a significant difference in students' speaking scores before and after being taught by using the zoom application as a media learning
Keywords : Zoom, Covid 19

INTRODUCTION

All language skills are actually important to learn, but speaking is one of the most important ones to master due to it can be used as a means to communicate effectively. Speaking can be said as output in learning a language because instinctively a language has a function as a means of communication. Based on Sari & Margana (2019), “speaking is a skill that requires students not only to have the ability to

understand what other people want to express but also the ability to respond and provide appropriate and effective answers, so it can be called communication.”¹

Related to the paragraph above speaking does not only require knowledge of how to produce language, but also understanding sociolinguistic competences, such as when, why, and in what ways to produce language. Student problems in speaking the English language above is caused by several factors. Their problems in speaking English are as follows: 1. Difficulty in understanding meaning or understanding conversations, 2. Vocabulary, 3. Pronunciation, 4. Shy, 5. Fear of making mistakes in the meaning or content of their speech. Revealed that students usually find difficulty in speaking due to several factors, such as self-confidence, listener support, students' listening skills, and pressure to perform well. Those factors influence them to speak English especially to speak English in front of the class.²

The speaking aspect is one of the most difficult aspects for students to master. In this case, there are several factors that cause students to have difficulty in speaking, especially in English, namely the lack of vocabulary that students have, students often make mistakes in language structuring which is commonly called grammar. Students also lack practice speaking in English. The above obstacle also occurred when the research conducted a field experience program (PPL) at MTS Darul Ulum Kepohbaru, where the research found the low quality of students' speaking skills in English.

One of the aspect that supports learning, one of which is learning media. This learning media serves as an introduction to material information that can understand students in learning. Many teachers use online learning media, one of which is the zoom media. Teachers have used Zoom to conduct their students online, to interact with their students, post learning materials in the form of worksheets and handouts, conduct online meetings with other teachers to convey key issues related to teaching and learning or share resources, instruct students to share their presentations and at the same time, the teacher can also provide feedback to students during the presentation³. Zoom media is used a lot because it is easy to operate by all groups and media zoom can be installed on

¹ Sari & Margana, YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century. *Journal of English Language Teaching and Linguistics*, 4(2), (2019), 263 <https://doi.org/10.21462/jeltl.v4i2.296>

² Tuan & Mai, Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), (2015) 8–23

³ Singh & dkk, Rethinking english language teaching through telegram, whatsapp, google classroom and zoom. *Systematic Reviews in Pharmacy*, 11(11), (2020) 45–54. <https://doi.org/10.31838/srp.2020.11.9>

a smartphone or laptop. In this case students and teachers must work together in the teaching process in order to achieve effective learning.

Furthermore, the existence of media is very important to support language learning, because learning media has a big role and influence in achieving the desired educational goals. According to Sari & Margana, (2019), social media refers to rapid technological advances where self-development is needed to keep up with existing developments⁴. Therefore, teachers are required to not only provide monotonous language learning but also provide language learning that can foster independence and creativity and create a learning atmosphere where students become more productive in learning. The target language in accordance with the demands of 21st-century skills where students are required to have creativity and High innovation, is required to be able to express, analyze and solve problems, and be able to interact and be able to work well with others. These requirements will make students more confident, independent in the future, and able to compete domestically and even internationally.

Regarding to the explanation above, the research is interested to hold a research by the title “Examining The Student Speaking Ability Through Zoom Application ”

METHOD

This research used descriptive quantitative method because this research was to investigate the factors of the reasons why the students rarely speak English. Then, this research described or analyzed the factors which caused the students rarely speak English. This research used pre-experimental design with one group pretest and posttest. The initial step was overseeing a pretest estimating the dependent variable. The second was applying the trial treatment X to the subject. The last advance was controlling a posttest again estimating the dependent variable.

Participants of this research are 1st semester of students’ at Ninth grade in Mts Darul Ulum Kepohbaru. The researcher targeted 30 participants. Conducting research needs measure and evaluate so for measuring something is needed measuring instrument called by research instrument. This research uses test is pretest and posttest. The pre-test was due to know the student’s condition before getting the treatment.

⁴ Sari & Margana, YouTube as a Learning Media to Improve the Student’s Speaking Ability in 21st Century. *Journal of English Language Teaching and Linguistics*, 4(2), (2019), 263
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Meanwhile, the post-test was used to know whether any effect before and after taught by using zoom application.

Data Collection Technique is data. Data is a note of fact or information that will be processed in the research activity. Data is a whole fact and number that can be used as material for arranging information is used as need. The data are very significant in the research. The research can not get information without the data. The data in this research were in the students' score of the third grade at MTs. Darul Ulum Kepohbaru Bojonegoro in the form of speaking test in pre-test and post-test. The research did procedure in collecting data. The research gave pre-test for student, and give duration three minutes for each students. The research gave treatment by using zoom application as a media and the material in speaking. The research gave post-test which has same duration in pre-test.

In this research, the researcher prepared a test. As the technique for collecting the data. In this section, the research discussed about the technique to analyze the data. The research used T-test by using statistical program to ensure the effectiveness and to get stronger conclusion. The T-test was taken from the result which were conducted before and after the students taught by using picture series as media in teaching speaking process. The formulation of T-test as follow.

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

Notes :

t : t- score

MD : average difference

$\sum D^2$: Different scores squared, the summed

$(\sum D)^2$: Different scores summed then squared

X² : Mean

1. The format of the procedure in giving the treatment as followed:
2. Teaching and learning process were held for about 20 minutes for each meeting.

3. The activity consisted of 5 minutes introduction, 10 minutes for main activity, and 5 minutes for closing. In the main activity there were some activities as follow:
- a. The teacher started the teaching and learning process.
 - b. The teacher presented the material about story telling
 - c. The teacher gave clear explanation and instruction of what should they do to make and presented story telling (purpose and language features)
 - d. The teacher teach about story telling used zoom application as media. The teacher teach about how to tell a story with series that continuous movement.
 - e. Then, the students were asked to practice making their story telling and presented it in zoom application one by one
 - f. In story telling, teacher gave students time for about 3- 5 minutes to have practice In process of treatment, the students felt enjoy and fun, they were cooperated and motivated.

FINDING & DISSCUSSION

Students problems in English Speaking at Eight Grade of MTS Darul Ulum Kepohbaru :

Students Linguistics Problem

Linguistics is a scientific research of language such as the research of language structure (grammar), words, and phonology. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

Students Psychological Problems

Psychology is the science or the research of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interference the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. Over a quarter of a million people in this world have problems towards their confidence.

Paired sample T-test Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired sample 1: pretest – posttest	-11.767	4.994	.912	-13.632	-9.902	-12.904	29	.000

The table paired sample t-test shows that the mean of the students' speaking score in pre-test and post-test was increased from 43.70 to be 55.47. It indicated that the students score was increased after taught by using video blog. The result of paired sample t-test also shows that the sig value was .000. As the requirements of hypothesis, is the significance value is smaller than significance level (0.05) it means that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. From the requirements above, it could be concluded that the null hypothesis (Ho) was rejected while the alternative hypothesis (Ho) was accepted. It means that there was any significant difference of the students' speaking score before and after taught by using zoom application as media.

CONCLUSION

A conclusion should be written carefully This research investigated the effectiveness of the use of zoom application in increasing students' speaking skill score of Narrative text at the Third grade of MTs Darul Ulum Kepohbaru Bojonegoro. The use of zoom application is helping the teacher to minimize the monotonous in teaching speaking. The uses of zoom application increase students' speaking skill, make the class more interesting, increase the students' activity. zoom application could be used in teaching speaking without worrying to be laugh their friends, minimize the students' nervous to have speaking practice because they did not directly perform in front of their friends.

The result of this research showed that the use of zoom application is effective in teaching students' speaking skill. It can be seen from the significant of the students' score before and after taught by zoom application. From the explanation above, it means

that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It was confirmed that the use of zoom application based role play is effective in increasing students' speaking score the Third grade of MTs Darul Ulum Kepohbaru Bojonegoro.

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