

# English Language Students' Perception on the Use of Zoom Application toward Their Speaking Performance at University of Muhammadiyah Gresik

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## Abstract

Zoom Application is widely known as one of the most popular video conference applications used in online learning process during COVID-19 outbreak. Zoom application is considered as an interactive learning platform that enables students to interact with each other online. It provides lots of features for online learning that help students improve their speaking skill better. Therefore, this study specifically examined the perception of English students toward zoom application in online learning process. The research design used was a combined quantitative and qualitative to get more detailed information. The data collection used was in the form of questionnaire consisted of aspect of perception and speaking performance aspect. Unstructured interview in focus group discussion was used to support the result from questionnaire. The result showed that students had positive responses on their perception toward the use of Zoom application. Most of the students responded that Zoom application helped them perform speaking activity. The result of interview in focus group discussion also showed reasons that most students chose using Zoom for their speaking performance because it was easy to use and provided useful features for interaction with their teacher and other students. However, the main problem faced by students while using zoom application was internet connection. This gave bad effect for their learning process because they could not catch some of the material explained by the lecturer.

**Keywords:** speaking performance; students' perception; zoom application.

## 1. Introduction

Nowadays, online learning has become a popular learning system for education, especially in higher education all over the world since the emergence of COVID-19 pandemic. Many countries around the globe, especially in Indonesia, has experienced the impact not only in socioeconomic but also in educational system. Due to that phenomenon, the educational system has changed conventional teaching and learning activities in the schools to be implemented by the distance mode. Technology has supplied a lot of means and tools that can assist teachers in the learning process. In distance learning process, researchers argue that there is a relationship between external factors (e.g., computer self-efficacy, technological factors, instructional design, and instructor's characteristics) and what are classified as distance



learning acceptance factors (namely, perceived ease of use and perceived usefulness). Technical problems and a low level of students' technical skills are two of the top eight factors that distance learning researchers think pose the most significant barriers to online learning (Muilenburg & Berge, 2005).

One of the learning activities which got the impact of the COVID-19 pandemic was assessing activity in speaking class especially at university level (Diana, L. 2021). Speaking as one of the must-have skills, has been widely claimed by most Indonesian learners across different levels of education to be a difficult skill to learn (Diana, L. 2021). Meanwhile, the ability of speaking is considered as the highest level of learning English after the other three skills. If students can speak properly, then it is considered as the main goal of the whole English learning process. On the other way around, Wilkin in Maulida (2001) proposes that the aim of the recent teaching English as foreign language is speaking achievement. Furthermore, Hinkel (2005, p. 485) states that Realizing the high importance of speaking skill in EFL programs, is very important to find and use the best instructional methods, materials, activities, media, and other requirements that will help the learners master speaking skill. However, although a great number of studies aimed to help learners master speaking skill has been conducted, many EFL learners still find speaking very difficult to master.

In COVID-19 pandemic era, teaching learning process was conducted in distance. The location of the students and lecturer's isolation during the learning process minimizes the possibility of physical contact so that it can encourage the emergence of socially distant behaviours. The problem while distance learning is that the learning process is not entirely enjoyable and acceptable to students. Many students have difficulty in understanding the lecture material given online. Some of them feels difficult to manage their studies too (Wan Hassan, W. A. S., Ariffin, A., Ahmad, F., Hamzah, N., Rubani, S. N. K., & Zakaria, N. 2002). According to Heriansyah, H. (2012), one the frequent difficulties in speaking faced by students are students experiencing lack of vocabulary, not being confident to speak, not being used to talking in class, and difficulty expressing words or sentences. In another problem, some students feel uneasy when they have to speak in the outclass situation because there is always an audience (Indrianty, S. 2016). A few prefer not to speak at all and deny opportunities for practice. They feel so anxious in practicing their speaking skill in foreign language. Sometimes they feel foolish too because they use their native language beyond their consciousness. The student also becomes autonomous and isolated, and eventually drops out. Therefore, distance education should not be independent and isolated from learning, but should rather be a combination of authentic learning experiences.

However, digital or long-distance learning system as the suitable substitute method for face-to-face learning process also has shortcomings in its implementation. According to Cook (2005), education should be developed by teacher by using nowadays technology while teaching millennial students. Online learning is a set of learning in which teachers or lecturers delivering material and there is interaction among teachers and students or students and lecturer through internet access by means of certain technological devices or application (Susilowati, 2020). In the online learning process, various platforms can be used effectively in the form of applications, websites, social networks or learning management systems (LMS). The various platforms available are used to help facilitate learning such as material delivery, assessment, or just to collect assignments (Wan Hassan, W. A. S., Ariffin, A., Ahmad, F., Hamzah, N., Rubani, S. N. K., & Zakaria, N. 2020). An interactive online platform "Discord" was implemented by Ardiyansah, et. al. (2021) in teaching learning process during COVID-19 pandemic. The platform provided may benefits to the students with useful content/features, simple interface, interaction process, feedback and communication, and interactive learning experiences. Considering that providing effective online learning for speaking class coming up with some challenges, some difficulties in speaking class should be concerned too. Among the four language skills, students consider speaking as the most challenging one since it needs great courage as well as preparation to produce the language. Their personalities play a large role in determining how quickly and how correctly they will accomplish this skill. Student interaction plays an important role in the classroom because students are able to improve their speaking skills in a classroom setting. This analysis also confirms the important concern for the use of student interaction instruction in the development of speaking skills (Saeed, Khaksari, Eng, & Ghani, 2016).

In relation to previous studies, Candarli and Yuksel (2012) conducted a study to explore students' perceptions of video conferencing in higher education. The participants of the study were second and third-year university students who attended a video conferencing English class for about thirty minutes. The results of the study indicated that students had a negative attitude towards the use of video conferencing in the class. Fedynich, et. al. (2015) investigated on their research about graduate students' perceptions of online learning, it has interaction between students and the instructor, and has a major impact on their satisfaction. Other challenges identified were sufficient learner support that linked to campus resources, and the need for varying instructional design and delivery to facilitate students' desire to learn. Learning that involves audio visual elements provides benefits for mastery of English-speaking skills. Moreover, currently the mobile facility has been equipped with various applications that can be used to learn English speaking skill (Baron, 2020).

Based on the theory outlined, an online video conference platform called Zoom can be considered as interactive learning platform that enables students to interact with each other online (Guinan, 2017). Fauziah, N. (2021) revealed in her research that by using Zoom, it can improve students' understanding because they got their teacher explanation by using gesture. In another research, it was found that zoom was able to make online courses very popular due to saving time, costs, and its impact towards the environment. Zoom requires low financial cost and offers a good webinar experience too (Wan Hassan, W. A. S., Ariffin, A., Ahmad, F., Hamzah, N., Rubani, S. N. K., & Zakaria, N. 2002). Zoom also can facilitate the learning process without being tied to physical location during the learning process (Kukulska-Hulme, A., & Traxler, J. 2005). This condition is interesting for further observed about the perception of English students on the use of Zoom towards their speaking performance.

Therefore, the writers were interested with this study entitles “English Language Students’ Perception on the Use of Zoom Application toward Their Speaking Performance at University of Muhammadiyah Gresik” to find out the result in perception of students about their speaking performance by using zoom in online learning process. In this case, the writers will more specifically examine the perception of English students when using zoom application in online learning process during COVID-19 pandemic to see whether it can be as an online learning tool that enhances teachers’ productivities, especially in speaking performance subject. In this study, video conferencing technology especially Zoom can also be used to bridge this gap, by bringing teachers and learners face-to-face virtually in real time, that enriches the students’ productivities in online learning process in ways that cannot easily be achieved by other means.

## 2. Method

This study used a mixed method design by combining quantitative and qualitative research design to get more detailed information. The writers used explanatory design to collect and analyze quantitative data. The quantitative phase was an experiment examining the effect of a passage’s methodology on perception of students when they learn speaking performance delivered through Zoom application. The qualitative phase involved focus groups to get better understanding when students use Zoom application towards their speaking performance. The subject of this study was 78 English education department students at University of Muhammadiyah Gresik. The sample was chosen based on separate online questionnaires by using Google form under criteria; (1) they are English students’ college, (2) they should have been active using zoom application with minimum 1 years in COVID-19 pandemic era, especially zoom application are used in speaking performance in English Education major.

The data collection used was in the form of questionnaire adapted and simplified from similar previous study conducted by Kurniawan (2019). The questionnaire consists of 20 items which indicated from aspect of perception and modified by adding some items of speaking performance aspect. There are three aspects of students’ perception in using media for learning; accessibility, usefulness and practically. The questionnaire was distributed to the respondents and the result was analyzed in likert scale. To obtain a deeper result and better understanding from the perspective of the students. The writers also invited students through zoom application and make a small group discussion to find out the difficulties which students faces during learning speaking performance by using Zoom application. Through FGD, the writers let natural conversation between people around that group to voice out their opinion and let them answer the question based on their own, there are no alternative answer for this session. The focus group discussion provided not only narrate data but also observational data from how the students behave in interview time. The interview used unstructured questions. There are 10 questions for the students. The result of the interview was used to support the data from questionnaire.

## 3. Findings and Discussion

The result of the questionnaire focused on the perceptions of the students while using Zoom application during learning speaking performance. There are 20 items which contain perception’s aspect and speaking performance’s aspect. In perception aspect, it contains 5 items of accessibility statement, 10 items of usefulness statement, and 5 items of practicality statement. In performance’s aspect, it has 10 items as substitute on usefulness statement in perception aspect divided into 5 items; 2 items for imitative aspect, 2 items for intensive aspect, 2 items for responsive aspect, 2 items of interactive aspect and 2 items for extensive aspect.

### Aspect of Perception

#### Accessibility

Accessibility means where the students are able to access Zoom and get new experience when they use it.

Table 1. Percentage Calculation of Accessibility Aspect.

Question	Scale	Number of Students	Percentage per question item	Percentage of Accessibility Aspect
1	Agree	42	53.8%	44.86%
2	Agree	36	46.2%	
3	Agree	38	48.7%	
4	Agree	31	39.7%	
5	Agree	28	35.9%	

The result showed that students mostly chose “agree”. It was revealed that among 78 students, 44.86% of them or it can be broken down into 42 of the students (53.8%) for question item number 1, 36 of the students (46.2%) for question item number 2, 38 of the students (48.7%) for question item number 3, 31 of the students (39.7%) for question number 4, and 28 of the students (35.9%) for question number 5. Based on the result, it can be concluded that most of the students (50.77%) agreed that using Zoom could help them for learning English. Especially 53.8% of them chose to use Zoom for their online learning media during pandemic.

And for the result of summary of the other students’ responses for questionnaire about perception of students in accessibility using Zoom app, they chose “strongly agree” with the average percentage of 26.16% among 78 students,

“neutral” with the average percentage of 20.24% among 78 students, “disagree” with the average percentage of 8.2% among 78 students, and the last for “strongly disagree” with the average percentage is 0.52%

### Usefulness

Usefulness means that Zoom app is a learning media for English language students to create learning environments that extend the possibilities of one-way communication media, which requires interactive learning like visualizations and student-created content.

Table 2. Percentage Calculation of Usefulness Aspect.

Question	Scale	Number of Students	Percentage per question item	Percentage of Usefulness Aspect
6	Agree	31	39.7%	50.77%
7	Agree	36	46.2%	
8	Agree	43	55.1%	
9	Agree	47	60.3%	
10	Agree	37	47.4%	
11	Agree	36	46.2%	
12	Agree	44	56.4%	
13	Agree	48	61.5%	
14	Agree	40	51.3%	
15	Agree	34	43.6%	

Based on the result, most students chose “agree”. The result revealed that among 78 students, 50.77% of them or it can be broken down into 31 of the students (39.7%) for question item number 6, 36 of the students (46.2%) for question item number 7, 43 of the students (55.1%) for question item number 8, 47 of the students (60.3%) for question item number 9, 37 of the students (47.4%) for question item number 10, 36 of the students (46.2%) for question item number 11, 44 of the students (56.4%) for question item number 12, 48 of the students (61.5%) for question item number 13, 40 of the students (51.3%) for question item number 14 and 34 of the students (43.6%) for question number 15 all of them chose “agree” as their choice in usefulness of Zoom app. Based on the choice of the students in questionnaire, most students (50.77%) agreed that using Zoom app for English learning was really useful for them and the information was easy enough to understand especially English speaking performance.

And for the result of summary of the other students’ response for questionnaire about perception students in using Zoom for speaking performance, they chose “strongly agree” with the average percentage of 16.7% among 78 students, “neutral” with the average percentage of 24.9% among 78 students, “disagree” with the average percentage of 6.6% among 78 students and the last for “strongly disagree” with the average percentage of 0.78%.

### Practically

Practically means that students can find information which they want to follow so as to be kept in the loop.

Table 3. Percentage Calculation of Practically Aspect.

Question	Scale	Number of Students	Percentage per question item	Percentage of Practically Aspect
16	Agree	45	57.7%	56.16%
17	Agree	45	55.1%	
18	Agree	46	59%	
19	Agree	44	56.4%	
20	Agree	41	52.6%	

The result showed that most students chose “agree”. The result revealed that among 78 students, 56.16% of them or it can be broken down into 45 of the students (57.7%) for question item number 16, 45 of the students (55.1%) for question item number 17, 46 of the students (59%) for question item number 18, 44 of the students (56.4%) for question number 19, and 41 of the students (52.6%) for question number 20. Based on the result, it can be concluded that most students (56.16%) agreed that using Zoom app helped them for learn English. Especially 59% of them chose to use Zoom app for learning process and used it for practice their speaking performance.

And for the result of summary of the other students’ response for questionnaire about perception of students in practically Zoom app, they chose “strongly agree” with the average percentage of 25.38% among 78 students, “neutral” with the average percentage of 13.86% among 78 students, “disagree” with the average percentage of 18.22% among 78 students and the last for “strongly disagree” with the average percentage of 0.26%.

### Aspect of Speaking Performance

The following table provides the percentage of the questionnaire item for speaking performance statement.

Table 4. Percentage Calculation of Speaking Performance Statements.

Types of Speaking Performances	Scale	Number of Students	Percentage per question item	Percentage of Speaking Performance Statements
Imitative	Agree	31	39.7%	42.9%
	Agree	36	46.2%	
Intensive	Agree	43	55.1%	57.7%
	Agree	47	60.3%	
Responsive	Agree	37	47.4%	46.8%
	Agree	36	46.2%	
Interactive	Agree	44	56.4%	58.9%
	Agree	48	61.5%	
Extensive	Agree	40	51.3%	47.4%
	Agree	34	43.6%	

Based on the result, most students chose “agree”. The result revealed that among 78 students, 50.77% of them or it can be broken down into 31 of the students (39.7%) for question item number 6, 36 of the students (46.2%) for question item number 7, 43 of the students (55.1%) for question item number 8, 47 of the students (60.3%) for question item number 9, 37 of the students (47.4%) for question item number 10, 36 of the students (46.2%) for question item number 11, 44 of the students (56.4%) for question item number 12, 48 of the students (61.5%) for question item number 13, 40 of the students (51.3%) for question item number 14 and 34 of the students (43.6%) for question number 15 all of them chose “agree” as their choice in usefulness of Zoom app. The result showed that most students (50.77%) agreed that using Zoom app for English learning was really useful for them and the information was easy enough to understand especially English-speaking performance.

There were five aspects of speaking performance included in the questionnaire that shown Zoom app helped the students in speaking performance, which can be broken down again in five points; (1) imitative (42.9%) with the result of 78 students grasped the ability to imitate a word, phrase, and sentence pronunciation tested and assessed in Zoom app was useful, (2) intensive (57.7%) with the result of 78 students agreed that using Zoom app practice some phonological or grammatical aspect of language was useful especially practicing dialogue, (3) responsive (46.8%) with the result of 78 students doing conversation, question and answer using Zoom app was easier that made it worth using Zoom app for English speaking performance lesson, (4) interactive (58.9%) with the result of 78 students agreed that the interaction which sometimes included multiple exchanges and/or participants carried out for the purpose of conveying or exchanging specific information could maintain social relationship in Zoom app was useful, and (5) extensive (47.4%) with the result of 78 students agreed at how useful Zoom app was for oral production tasks including speeches, oral presentations, and story-telling during which the opportunity for oral interaction from listeners was high for speaking performance.

And for the result of summary of the other students’ response for questionnaire about perception students in using Zoom for speaking performance, they chose “strongly agree” with the average percentage of 16.7% among 78 students, “neutral” with the average percentage of 24.9% among 78 students, “disagree” with the average percentage of 6.6% among 78 students and the last for “strongly disagree” with the average percentage of 0.78%.

#### ***Students’ Perception toward Zoom Application***

Based on the questionnaire result about perception aspect on accessibility statement, there were 44.86% of the students who agreed with this statement. They agreed that Zoom App was the one of the video conference media which often used in teaching learning especially during COVID-19 pandemic. They chose Zoom app as media teaching learning because it could be accessed anytime, saved time, effort and low cost.

*“I use zoom application almost every day. Since pandemic, teaching learning process has been changed into online learning process. The benefit of using Zoom App is the students will speak more active during learning process like they more active to speak up. Using Zoom also gives the students room to read the text before speaking. We rarely find difficulties in using Zoom app because the features are very simple and easy to operate, even for young learners.”*

#### ***Students’ Perception on the Usefulness of Zoom Application toward Students’ Speaking Performances***

Based on the questionnaire result about perception aspect on usefulness statement, there were 50.77% of the students who agreed with this statement. They agreed that Zoom App helped them improve their ability in communication because they could get some new vocabularies and get knowledge about how to pronounce it well. Zoom application also encouraged students to be a good listener because they were able to learn about how to concentrate when the others speak, see the gesture when convey the message, and have good interaction with others. Most of students felt enjoyed and more confidence in speaking English because the students could discuss something that they did not know, solved activity together and understood the material easily.

*“Zoom really helps me improve my speaking performance better. I can have a better understanding especially vocabulary, actually I really like online learning process, I didn't have really serious problem in understanding speaking because I like when the teacher or lecturer use interesting media like interesting PowerPoint and then games like practicing with our friends in pair especially for speaking, we can make conversation directly and it can make me more confident.”*

*“Because uhm... my reason when we have to speak is, we don't have a “fear”, when in online or offline class usually our friends criticizing our grammar but after using Zoom application, when we speak, our friends never criticize or yell about our grammar, probably because most of our friends didn't notice that. And I think I like that.”*

### **The Difficulties in Using Zoom Application in Students' Speaking Performances**

Based on the questionnaire result about perception aspect on practically of using Zoom statement, there were 56.16% of the students who agreed with this statement. That means, most of the students found it easy for using Zoom application in speaking performance. This statement was also proven by the discussion or in focus group discussion, they did not have any major difficulties in using Zoom because the features were really easy to use and the only problem using this application was internet connection problem. They assumed if they had better internet connection, it would be even easier for them to understand the material in online learning process.

*“Internet connection is the major problem because it will distract our voice. Zoom features are simple, we can take control by mute the audio or play the video, record learning process in case we miss the meeting and also it has chat box that students can interact directly with other students in case faces. But not for bad internet connection. I don't have really problem in understanding speaking, because the material was delivered in clear ways and as I said before, the only problem mostly because of bad internet connection.”*

### **Discussion**

The perception of the student toward the education process relatively will impact the decision of the students in the institution (Remali, A. M., Zulkhepli, F. Z., Selavathy, J., Sanusi, N. S., & Aris, N. M, 2015). Indirectly, the education process of learning will offer the benefit for the higher academic success rate for the students (Gul, Ince & Turan, 2011). The result of this study showed that most students agreed that Zoom application is one kind of media that could facilitate them for learning in distance. During online learning through zoom, students were encouraged to be more active and independent in learning, but there were also a number of things needed to be considered, such as the availability of internet network and data packages which become an extra expense for students. Based on the result of speaking performance questionnaire, 78 students with the percentage of 44.86% agreed that Zoom application was accessible for the students especially during pandemic. It is confirmed by Bawanti, P. K. D., & Arifani, Y. (2021) that defined in their research that Zoom application is an alternative media for learning activities which has easy access features to do video-conferencing anywhere and anytime. Most students can save time, effort and cost, so that they are able to manage their time well. It can be seen from the students' perception statement that they could access Zoom app almost every day using their smartphone or laptop. Through zoom, lecturers and students can conduct video conference which is used as a means of communication in online learning as a substitute for real meetings in offline class.

As for the result of questionnaire from point number 6 until 15 that talked about how useful Zoom was as a media for speaking performance, most of the students chose “agree” with the total percentage of 50.77%. As a result, the usefulness of Zoom app has been found in research of Rahayu, R. P., & Wirza, Y. (2020) stating that the average central tendency of perceived usefulness of Zoom application as necessary technologies in communication media, categorized as positive enough perception. They revealed that Zoom app could create learning materials, teach learners, and regulate the organization's lesson. The result is in line with the students' statement in focus group discussion. Most of the students got better understanding using Zoom because it was pretty easy to use and the features were simple. The features such as they can mute microphone while teachers explain the materials, also can record the meeting. So that they could repeat the learning material lecturer given by playing back the recorded video when they missed the meeting. The students also assumed about their concern regarding their friends who never criticize them when using Zoom compared with offline class.

According to questionnaire from number 16 until 20. The result showed the effectiveness of using Zoom for their speaking performance. There are some researchers that talked about speaking performance, according to Husnawati (2017) in her research about “Students' Speaking Performance: Some Challenging Factors”, there are a lot of factors that make the students feel pressured while having speaking performance, one of the factors is feeling shy and fearful or critics of losing face. Based on the students' statement from focus group discussion, it was found that Zoom has improved students' self-confident. Through Zoom, they could speak English confidently without thinking of making huge mistake while performing. Unlike in offline class, they are afraid of their friends criticizing their grammar in speaking. They also didn't have serious problem in understanding speaking because when the teacher or lecturer use interesting media, it makes them more enjoyed. The result is strengthened with a study conducted by Shodik, F. (2021). In his research, with creative and innovative media, students will be more interested in expressing their feelings and their ability in speaking English directly. In addition, the effectiveness Zoom application was also found by Roy, H., Ray, K., Saha, S., & Ghosal, A. K. (2020). They confirm that Zoom was selected as platform media practical demonstrations which can help students to prepare for important lessons and learn certain concepts with great efficacy. The result in their research showed that learning by using Zoom, provided positive feedbacks from the students as one of kind essential media for interaction in

corrective measures. However, the problem faced by students was only internet connection, because not all of them live with better internet connection. Therefore, the network problem or internet signal for students play an important role in their online learning process (Haqien & Rahman, 2020).

#### 4. Conclusion

The result showed that students had positive responses on their perception toward the use of Zoom application. Most of the students responded that Zoom application helped them perform speaking activity. The result of interview in focus group discussion also showed reasons that most students chose using Zoom for their speaking performance because it was easy to use and provided useful features for interaction with their teacher and other students. However, the main problem faced by students while using zoom application was internet connection. This gave bad effect for their learning process because they could not catch some of the material explained by the lecturer.

This study can give the benefits to the lecturers in English Education department as the study focus is on English education department students at University of Muhammadiyah Gresik. The finding can be a reference for a better way of teaching method to meet the needs of student especially in distance learning and also can help the lecturers to predict the students' speaking performance in speaking skill based on the students' perceptions. On the other hand, this research can provide the English education department students the best learning methods so that they can achieve higher academic achievements.

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