

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1 Findings

This chapter discussed several findings. The research findings were related to students' perceptions of online learning through the use of Zoom during a speaking activity in the tenth grade class at SMA N 1 Tanjung Lago. The data from the interviews were analyzed using thematic analysis, as described below.

Researcher classified the findings of this study, which concerned students' perceptions of online learning toward the use of ZOOM in speaking activities at SMAN 1 Tanjung Lago, into the following themes and codes. Table 4.1.1 summarizes the themes and codes identified during the qualitative data analysis process.

Table 4.1.1 Themes and codes of the students' perception toward online learning using zoom in speaking activity.

Themes	Codes
1. The students perceived that their pronunciation had not significantly improved as a result of using the Zoom application for speaking class.	A. Zoom's application lacked a significant tool for the pronunciation aspect. B. The students were just required to submit a video project in which they read a text in the

English language utilizing the WA group.

C. The teacher just provided brief feedback on the students' pronunciation skills for the project.

2. The students perceived that their vocabulary had not improved significantly as a result of learning to talk using the Zoom program.

A. There was no specific feature in Zoom to help students enhance their vocabulary.

B. Students lacked an understanding of how to utilize appropriate language in speaking classes and lacked vocabulary while studying with the Zoom application.

C. Students submitted their assignments without getting feedback from the teacher on their vocabulary usage.

3. The students perceived that utilizing the zoom program made it more difficult to

A. The teacher just offered a brief explanation of how to use the right grammar with the Zoom

understand their grammatical skills following speaking class.

program.

B. The pupils just followed their teacher's instructions and created a video project in which they did not use proper language or right grammar

C. The teacher did not give a clear feedback neither using zoom application nor WA group.

4. The students perceived no improvements in their fluency following their use of the zoom program.

A. The students claimed that they were simply following the teacher's instructions to speak during the learning process.

B. B. The pupils lacked fluency when learning speaking in zoom class and frequently used fillers while speaking while using the zoom program.

C. The teacher did not provide adequate feedback to pupils on how to speak smoothly during

speaking class.

5. The pupils were inconvenienced after having a speaking classroom through the Zoom application.

- A. Students expressed frustration with their inability to connect to the Zoom program due to an unreliable connection.
 - B. The students felt that confused when signal is bad and to sent their assignment even they in learning class by using zoom application.
 - C. The students felt that face-to-face teaching is more convenient for learning how to speak than online classes via the Zoom program.
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The themes and codes derived from qualitative data are listed in Table 4. 1.1 were explained in depth to discover the students' perceptions of online learning using zoom in a speaking activity could be elaborated as follows:

The students perceived that their pronunciation had not significantly improved as a result of using the Zoom application for speaking class.

According to the data gathered through interviews, the first issue regarding students' perceptions of online learning using Zoom in speaking activities at ten-grade class SMA N 1 Tanjung Lago regarding the use of Zoom application for speaking classes was that students perceived no significant improvement in their pronunciation following their speaking class using Zoom application. The most critical component of being a good speaker is having excellent pronunciation, because when someone speaks incorrectly, the meaning of the word changes and the listener is unable to comprehend what the speaker is saying. Among the difficulties the pupils encountered in this situation was the fact that their pronunciation had not significantly improved.

According to three students from SMAN 1 Tanjung Lago's tenth grade class, one of the drawbacks of using the Zoom application was that their pronunciation remained unchanged after they spoke class using the Zoom application. For instance, one of the students, ERM, stated that learning with the Zoom application had no discernible effect on speaking class, as in:

“I don't think there is a significant improvement in my pronunciation because speaking material is not discussed all the time when studying using Zoom and all of our routines are only listening to explanations from our teacher when studying because there are no special features for learning English in this application”.(Ms. ERM. Personal Communication, March 1, 2021)

Thus, based on his statement, the researcher may deduce that she views the Zoom program just as a virtual learning medium for the purpose of learning to speak.

Similarly, another student, AF, gave the same response in an interview.

“No, the assignment was uploaded to the wa group. we were once given the task of making a video speaking about re-count text and reading a paragraph text, but we uploaded the assignment to the group wa because zoom is only for learning and listening to the teacher's explanation of the material”. (Ms. AF. Personal Communication, March 1, 2021)

Furthermore, this was corroborated by S said in the interview:

“I don't think there is any effect on improving those two things because in a zoom there is no special feature to improve pronunciation and vocabulary. Often the teacher only explains the material, then for assignments that I send to the group, the teacher only gives comments or input such as "good, almost good, enough," then the teacher gave a score in the group for performance and pronunciation, but there was no input for vocabulary”. (Ms. S. Personal Communication, March 1, 2021)

According to the data provided above, pupils made no improvement in their English pronunciation during the process of learning in a speaking class. There is no particular function in the Zoom program that indicates how to pronounce words correctly or poorly. Thus, based on data collected on March 1, 2021, researchers deduce that students regarded the Zoom program as a general learning tool or

medium during the Covid-19 pandemic, rather than as a specific application for learning English speaking in SMAN 1 Tanjung Lago.

The students perceived that their vocabulary had not improved significantly as a result of learning to talk using the Zoom program.

According to the data obtained, students at SMAN 1 Tanjung Lago faced additional difficulties when utilizing the Zoom application to study English, in addition to pronunciation concerns. In speaking class, students' vocabulary is still the same. Vocabulary is critical for effective communication. The pupils' performances might be influenced by their vocabulary. Accordingly, pupils indicated that utilizing the Zoom program did not result in significant vocabulary improvement.

For example, one student, NJY, said that utilizing the Zoom app to teach and learn about speaking skills was useless.

“I don't think so because this zoom is only a learning media for delivering material from the teacher. There were also no special tools to help me learn the language or to correct my vocabulary. Sometimes I use other applications to add new vocabulary, such as Youtube, to watch videos in English”. (Ms. NJY. Personal Communication, March 3, 2021)

Then, in reference to the interview conducted on March 1, 2021 by AK, he uttered as follows:

“I don't think there is much progress because the teacher only gives assignments to do and the teacher does not provide input or suggestions for

vocabulary for the tasks I have made and I felt it more difficult to memorize vocabulary if I learn using zoom.” (Mr. AK. Personal Communication, March 1, 2021)

This was corroborated by information from LJ, as seen in:

“Because the teacher did not provide detailed feedback for my speaking errors, especially for vocabulary, because the teacher only gave a score for the assignments that I sent in the wa group such as for performance and pronunciation while for vocabulary the teacher did not give any input either when zooming application or in wa group”. (Ms. LJ. Personal Communication, March 1, 2021)

According to the data provided above, students indicated that after learning for speaking class, they made no increase in their vocabulary. They finished the assigned work and posted it to their class group WA, without receiving any feedback or evaluation from the teacher.

The students perceived that utilizing the zoom program made it more difficult to understand their grammatical skills following speaking class.

According to interview data, the third issue regards tenth graders at SMAN 1 Tanjung Lago's impression of utilizing the zoom program for speaking classes. The students claimed that it became more difficult to comprehend grammatical skills following their speaking class utilizing the zoom application. Grammar is a system for organizing and utilizing words in order to construct suitable and intelligible sentences for listeners. Students, on the other hand, worry that they are not speaking with proper grammar in zoom. For instance, as FKI stated during the interview:

“I don't think it matters much because when we study using zoom, we study for less than an hour. Our teacher only briefly explained the material we were going to study and gave instructions for making some assignments. Sometimes the teacher corrects some of our pronunciation mistakes but I think it's still lacking”. (Ms. FKI. Personal Communication, March 1, 2021)

Similarly, in the interview, another student, SA, gave the same response: *“No. The teacher only explains the material via zoom and does a brief question and answer session if the time allows. For the tasks, the teacher gives assignments through group wa”.* (Ms. SA. Personal Communication, March 3, 2021)

This was supported with the information from AK as in:

“In my opinion, fluency and accuracy in speaking are not very influential. For example, for my grammar. When the teacher gave an assignment to make a speaking video, I just followed the instructions from the teacher to make the assignment as best I could, and when I made a video, I didn't know if my assignment was right or wrong because the teacher did not give suggestions for grammar in the task of making the video.”. (Mr. AK. Personal Communication, March 1, 2021)

Students learn entirely by following their teacher's instructions, as evidenced by the facts provided above. Students produce a video and upload it to the WA group for their class. Using the zoom option has no influence on accuracy, especially when it comes to grammar.

The students perceived no improvements in their fluency following their use of the zoom program.

According to the interview data, the fourth perception of tenth-grade students at SMAN 1 Tanjung Lago is on the use of the zoom application for speaking courses. The students perceived no improvement in their fluency following their use of zoom. In terms of speaking, fluency in the use of acceptable phrases or in the use of appropriate and flowing approaches is required, since the more fluent pupils are, the more effectively they will communicate in English. However, the pupils claimed that their fluency did not increase as a result of speaking via zoom. For instance, as LJ stated during the interview:

“I don't think so, because this zoom is only a learning media tool. Then also there is no special menu or feature in this application to know about good or no in our fluency or is it fluent or inaccurate in assignment that we uploaded we don't know that”. (Ms. LJ. Personal Communication, March 1, 2021)

Another student, FKI, likewise gave the same response when interviewed:

“Our teacher gave some assignments to make a video such as using V-ing, reading paragraphs in English, and describing the picture, and then uploading the assignment to the WA group”. (Ms. FKI. Personal Communication, March 1, 2021)

This was supported with the information from AF as in:

“I don't think there is any effect, because the use of this zoom is only as a learning media for learning. Sometimes when I learn using zoom and the

teacher asked me to speak in English, I just say what comes to my mind because I admit that my English is bad.” (Ms. AF. Personal Communication, March 3, 2021)

From the facts provided above, it appears that pupils just followed the teacher's instructions to study. In this case, the students just created a video assignment and uploaded it to the class wa group. As a result, the use of the zoom program had no effect on improving the fluency of components of speaking when learning them.

The pupils were inconvenienced after having a speaking classroom through the Zoom application.

The data obtained through interviews revealed that the last problem from tenth-grade students at SMAN 1 Tanjung Lago for speaking class using the zoom application was the last problem from students at SMAN 1 Tanjung Lago. They thought that using the Zoom program after they had spoken class did not provide them with the convenience that they desired. Actually, it wouldn't take much time to develop strong speaking abilities. When studying with teachers or studying alone with their classmates, students require more practice than they do at school. When students are learning, the teacher must make them feel comfortable and also enjoy themselves. The teacher must also be prepared for unexpected circumstances that may arise during the learning process, such as preparing offline materials or alternative learning activities in the condition that students are unable to participate in online classes using the Zoom application.

IT, LJ, and SA students at SMAN 1 Tanjung Lago expressed their dissatisfaction with the use of the zoom program after they had attended class, stating that they did not find it comfortable.

For instance, one of the students, IT, mentioned that utilizing the zoom program for studying is more challenging and that she encountered difficulties while learning how to use the zoom application. For example, as IT stated during the interview:

“Yes, of course, the problem that I found was difficult to enter the application and log into the application sometimes exiting itself because of an unstable signal”. (Ms. IT. Personal Communication, March 3, 2021)

This was supported with the information from LJ as in:

“The problem that I often experience is internet connection problems because in my village the signal is often interrupted. Especially if the lights go out and it's raining heavily, the signal will be lost and even just to sent the assignment it will be difficult for us and make me confused if there is no signal”. (Ms. LJ. Personal Communication, March 1, 2021)

Similarly, another student namely SA also quoted the same answer in interview:

“I don't think there is too much influence because I think the use of this application is good, but I think learning in class is more effective and comfortable because the teacher can correct directly when we speak. I think if the internet connection is better we can study more effectively”. (Ms. SA. Personal Communication, March 3, 2021)

Students are uncomfortable learning to speak through zoom applications due to obstacles and problems that arise during the learning process, such as difficulty logging in, unstable signals, running out of data packages, and poor internet connections, which make the learning process unclear and unsatisfactory.

Additionally, according to the teacher's explanation when she teaches students via the Zoom application, she only assigns a few tasks and provides a brief explanation. For example, she has been explaining the material, but some students have gone out of the class because they have run out of the data package. Teaching with a new approach like using this zoom application is more complicated because this app has a limited time in learning. For assignments such as creating speaking videos and completing tasks sent to WA class groups, The teacher stated that because teaching with this zoom application has a limited amount of time, if we want to discuss everything, we will be unable to do so. Therefore, for students who may still be confused about some material, she will exclude them when they come to school to collect their assignments. As a result, the teacher can directly evaluate and provide feedback to students. Then, she encountered an obstacle when students were unable to join the class due to a poor signal and occasionally, the lights went out. Thus, the teacher waits up to 15 minutes before beginning the lesson. As a result, the teacher concluded that speaking through the zoom application is ineffective for teaching speaking. The zoom application cannot improve any aspect of one's speaking abilities.

4.2 Discussion

Based on the findings and conclusions of data analysis using thematic analysis, this study has shown students' perceptions toward online learning using zoom application in speaking class at SMAN 1 Tanjung Lago. Zoom as a method or way of learning activities was shown to be ineffective in this study, particularly for improving English speaking abilities. There were several perceptions that were made as a result of their online acquisition of speaking abilities.

The very first perception was that the students perceived no significant improvement in their pronunciation following a speaking class conducted via the Zoom program. Additionally, students felt that there was no special tool in the zoom application to help them improve their pronunciation. Additionally, the teacher assigns only a few assignments based on the material discussed, students then submit their assignments via the class work group, and the teacher provides brief input or feedback on submitted student assignments. On the other hand, the finding by Tanujaya (2020) from the interview showed that the respondents had difficulties speaking English well. The students needed more practice in speaking and in pronunciation. Also supported by Edwards, and Lee (2000) found that many students turned to the Internet for help with schoolwork. Because how students utilize the Internet can have an impact on how well they learn in Internet-based situations. As a result, a reliable internet connection is essential now more than ever before in a world where everything is done online, including education. As a result, students have difficulty completing assignments because of the constraints imposed by their internet connection.

Teaching pronunciation is an important part of cultural transmission, and it is the teacher's responsibility to do it as accurately as possible. In line with this, Sachdeva (2011) said that pronunciation is learned by imitation; as a result, the instructor should be better practiced in pronunciation in order to serve as a role model for the pupils. Then, the teacher provided clear feedback to the pupils, pointing out where they had made a mistake and how they could correct it together. The teacher, on the other hand, only provided brief feedback and pointed to the students' work. Furthermore, because there was no significant tool in the Zoom application for the aspect of pronunciation, the students were unable to determine whether their pronunciation was good or bad.

A study was written by Nguyen, (2020) entitled "A New Trend in Pronunciation Teaching". According to the findings of this study, based on the students' evaluations of the Course, the vast majority of them think that online pronunciation learning is convenient and saves them a significant amount of time on trip. The students also demonstrate a good attitude toward individual corrective feedback, which is one of the aspects that helps to keep them interested throughout the course. As mentioned previously, there are discrepancies between the data collected in SMAN 1 Tanjung Lago about students' opinions of the zoom application and another conclusion from a previous study.

The second perception was that there was no sharp increase in vocabulary following their speaking class utilizing the zoom app. Students were informed that their level of accuracy when speaking was insufficient for the learning process when

utilizing the zoom program. Students feel that when they use the zoom application to learn, they pay no attention to aspects of speaking such as selecting the correct words or making appropriate vocabulary choices. However, pupils continued to check their dictionary book or their smartphone's e-dictionary to determine the relevant terms. For example, students will have difficulty reading a text if they do not understand the meaning of the terms in the text. Pupils simply follow their teachers' instructions regarding the content, and the teacher provides students with assignments without providing specific input or comment on terminology. For instance, if the teacher assigns students to create a video speaking assignment and gives them one week to complete it, the student's task is to upload the completed assignment to the class group. The teacher assigns points for completed assignments but does not focus on the students' vocabulary usages.

The third perception was that students found it more difficult to comprehend grammar skills following their speaking class with the zoom application. The students stated that they did not employ the correct sentences with the correct structure in the learning process when utilizing the zoom program. The students indicated that while learning using the zoom program, they tend to overlook important aspects of speaking, such as proper grammar or sentence structure. The teacher did not provide a clear explanation of how to construct correct sentences or use proper grammar. For instance, when a teacher provides an explanation, she is not concerned with the students' grammar usage because the teacher has merely given instructions for a particular work and then provided some quick feedback and a mark for the students'

assignment. On the other hand, the previous study by Wargadinata, Wildana, et.al. (2020) noted that with the zoom app, pupils can improve their speaking ability to become accustomed to communicating with the zoom participant, and then the teacher did measure their speaking. So, in this study, students felt that they simply said what they wanted to say without paying regard to their grammatical usage, and the teacher did not pay that much attention to the students' grammar.

The fourth perception was that pupils did not see any improvement in their fluency after applying zoom to speak. Furthermore, students stated that they continue to have difficulties speaking in speaking class due to the usage of the Zoom technology, which lacks a specific tool for improving fluency. For example, the pupils just completed their teacher's homework, then created it and submitted it to group wa class. They do not pay attention to the material of speaking and the usage of fillers when it comes to how to talk effectively. Furthermore, Brown (2007) emphasized that one of the foundations of teaching speaking is to focus on fluency and correctness in the component of speaking, but the teacher in this case did not do so effectively. In line with this, Skehan, (1996) The capacity to generate spoken words "without excessive stopping or hesitation" is referred to as speaking fluency (as cited in Wang, 2014) Although in online education, the fundamental style of teaching speaking should be used in the learning process to achieve the aim of teaching speaking to students.

Last perception, the students found it inconvenient to follow their speaking class via Zoom applications. The students mentioned that they were perplexed due to

the application's difficulty in connecting. For instance, students regularly attempted to join the zoom application but were unable to do so due to a loss of signal and an unstable connection. However, when they wanted to send their assignment, it still did not work, especially when the electricity was out and the rain was heavy. Then there was the issue with the zoom program, which drained a large portion of the data bundle for once-learning. The students said that they had a government-provided data package, but the signal is unreliable and cannot be used, resulting in the students' inability to learn how to operate the zoom program. On the other side, if certain students are still unable to join the class, they will inform the instructor through group wa class that they are unable to attend the class due to the signal.

Furthermore, the students claimed that when they wanted to collect their assignments, they felt difficult because of bad signals that occurred. That is why online learning by using the Zoom application really needs a good signal or connection. It will improve the learning process. It is in line with the findings by Simamora (2020). If schools implement online learning, many students will be unable to access them on a continuous basis due to a lack of laptops, high data costs, insufficient internet access, and insufficient internet quotas. This may also have occurred as a result of an unstable connection or internet, as the video's file size is sufficient for uploading. According to the explanation above, students found it difficult to learn speaking skills using the zoom application due to obstacles such as the application frequently going in and out on its own and consuming a large amount

of smartphone RAM memory, and an unstable connection, which made the learning process in this study unclear.