STUDENTS' PERCEPTION TOWARD THE USE OF ZOOM FOR TEACHING SPEAKING

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This study aimed to know and dig out the deep students' perception using zoom in speaking skill as the alternative solution, whether the use of zoom as media in online learning in speaking class effective or ineffective during pandemic eras of COVID-19. The subject of this study were thirty of English department students at fourth semester of University of Islam Malang. The research was survey qualitative. The data collection technique was undertaken by giving questionnaires through Google Form and use the technique of deep interview using smartphone recording in zoom meeting. There were thirty students participated in giving questionnaire and there were nine students participated in undertaking the deep interview at fourth semester of English department University of Islam Malang.

The data were analysed and interpreted through qualitative procedure. The findings indicated that the majority of students at fourth semester of English department have negative perception in using zoom in speaking skill as the alternative learning media in this pandemic of COVID-19. The result of this study indicates that the use of zoom in speaking class ineffectively to be used in speaking class, the use of zoom in speaking class could not give the students real social interaction and make the students to be a silent learner in speaking without having adequate feedback and special opportunity in conducting the discussion in speaking class.

Keywords: Speaking skill, students' perception, the use of zoom.

INTRODUCTION

Currently, in this pandemic era there are many obstacles in preventing the learning process. The problem during covid-19 make the teacher and students difficult to conduct learning process effectively because it was unable for students to receive the education from the school based on the students' needs. According to Goldschmidt (2020) globally, since the covid-19 attacked and surprise the world everything has stopped. All the project has been delayed, workplace closed and schools shut down. The word seems to have ground to a halt because of the novel coronavirus. Despite the lack of a nation-wide lockdown, schools remain closed, meaning that students who have no access to a device or internet connection will have a difficult time maintaining their education. Due to these factors, they will be in a very difficult spot educationally until the COVID-19 pandemic dies down in Indonesia. In this situation, the government should make extra efforts to support the education sector and build a sense of solidarity among schools, such as by facilitating networks between international and national/public schools to share experiences and study methodologies for online teaching.

The rapid expansion of technology tools in recent year has been transferring foreign language teaching into a completely new level. Considering the limited opportunities both for interaction outside the classroom and for the development of learners' communicative competence, new technologies especially capabilities for audio and video communication that have emerged lately in educational context are particularly useful for successful achievement of language learning objectives. It has been widely agreed that pursuing authentic communicative goals allows learners to develop communicative competence. The concept of communicative competence has itself been long discussed in literature (Alsagoff, Lubna, et.al. 2012). However, understudies proceed their instruction through online learning and by means of video calls with their instructors, particularly in huge cities such as Jakarta. "The demonstrate is right now the finest elective as keeping schools' open postures a security chance for understudies. numerous nations have received this approach. Basilaia, Giorgi (2020) "opined that schools in Unused York, the Joined together States, arranged for online learning.

The online classes actualized in Indonesia work in an unexpected way from those within the US. Typically, due to a lack of planning in this nation. As a understudy partaking within the home-learning program, online school was confounding to alter to as we had not been arranged through recreations or hones in advance. Understudies detailed the home-learning program to be indeed more upsetting than standard classrooms. A few of the common reasons for this went along the lines of: "Ordinary classes may have been troublesome, but having companions makes it so much more sensible and less unpleasant.

Mohammadi (2010) claimed that the use of online learning is generally referred to as the intentional use of networked information and communications technology in teaching learning process. Online learning also is the function of technology in using online learning media assisted by: internet, computer, multimedia, with the aim as the best alternative solution to overcome the problem faced by the students and the lecturer in conducting meeting in the classroom so that the process of learning still able to be run well.

Online classes take out the benefits of having companions to socialize with and being stuck alone with nothing but assignments." Numerous understudies taking an interest in home-learning programs too say that the workload of online classes is bigger than that of standard classes."The common agreement is that home-learning programs in spite of the fact that profoundly advantageous and a great elective to school as schools are closed still require a few getting utilized to by understudies, because it could be a novel concept and not numerous are experienced with them (Hayati, Nur, 2020).

Thus, in using online learning of zoom some alternative media or application can be used to support learning process of speaking. Students can easily perform their speaking performance in virtual meeting by using zoom and it is enable students to practice their speaking performance. The use of zoom in learning speaking extremely give students and the lecturer special opportunity in this pandemic era to conduct learning process in speaking without any limit and it also make the lecturer easier to assess their students speaking performance, it can equip students with feedback from their classmates related to their own performance in speaking class.

Online education through zoom is a general concept for the teaching and online learning process with the aid technology tools and platform which are able to manage online learning process and success the learners during learning process in pandemic eras in giving the teacher and students opportunity to make the learning process run well.

online education through zoom also can be suitable to be used in speaking class because it makes the social interaction between students and teacher in conducting effective discussion. "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).

Oral interaction has long been considered an important element in the field of second language acquisition, and it has been widely agreed that speaking skills develop best in an authentic situation that involves negotiation of meaning. It is important to mention that while being situated within the e-learning context, videoconferencing significantly differs from text-based computer-mediated communication (CMC),"as it allows for audiovisual channels in the interaction (Wardani, Deklara Nanindya, et.al. 2018).

"Thornbury (2005, p. 79) claimed that speaking is a cognitive skill as the core brain uses to think, read, and learn which the idea of knowledge becomes increasingly automated through successive practice. It could be assumed that speaking practice is the main key for students in Indonesia as the EFL learners to minimize their difficulties in learning speaking. So in this pandemic era of covid-19 the rule of education obligates to conduct learning process by using online class in order that the aim of learning can be successful through the zoom. Speaking in online learning of zoom has two parts, an individual presentation and group discussion.

The first one needs learners to convey facts, to explain, express preferences and to make decisions. "The second one examines the ability of the learners to interact and take turns, to negotiate meaning, to manage discussion and to close the discussion. Many studies show the difficulty of mastering English speaking skill. In fact, speaking skill not too easy. Some factor that cause problem in speaking to students, first are poor reading habits, confusion of in the application grammar rules Rasmitadila (2020.). By using video conferencing such as: zoom, google meet, and the other online learning application, it can make students able to practice their speaking with their classmate and also learning process cannot be delayed. According to Luh Devi (2020). Learning that involves audio visual elements provides benefit for mastery English speaking skill. Moreover, currently mobile facility has equipped with various application that can be used to learn English speaking in this pandemic era.

The main aim of this study was to allow the students the opportunity to know the students speaking skills in English department UNISMA at fourth semester by preparing and participating in a series of interactions in the form of speaking class via

videoconferencing (zoom)."As a result, it decided to work within the framework of task-based instruction, as it involves learners' active participation in sharing and exchanging information through problem-solving situations and triggers meaningful use of the target language (Adnan, Muhammad, et.al. 2020).

Review of Related Theory

The Definition of Perception

perception is what is straightforwardly experienced by an individual. For all intents and purposes, perception is knowing a person's data related to his encounter. tankard (2009) characterizes discernment as to the method of translating tangible information through our senses. Concurring to Slameto (1975, p. 104) characterizes discernment as relating to placing messages or data within the human brain, he too contends that through recognition, individuals are always in touch with the environment. This association is through our faculties of locating, hearing, taste and scent. According to Morgan et al. (1979: 312) perception is the way the world looks, sounds, tastes, or smells. In other words, one definition of perception says that it is straightforwardly experienced by an individual. From another point of see, perception can be characterized in terms of the forms that grant rise to our coordinated involvement in the world. perception is imperative since people's behavior is based on their recognition of what reality is. Therefore, employees' perception of their organization gets to be the premise for their behavior at work. Jarvis (2015:108) states that to enter and analyze data is alluded to as perception. Another perception put forward by Dark & Common (2006, p.1) that perception puts us in contact with the world we live in, shapes our information of that world, they too say that the significance of perception is that it gives individuals a valuable see of the world, where valuable implies being able to connect and be successful in our environment. Davidoff (1981) in Walgito (1997: pp, 53-54) recommends the method of perception. The senses perceive these boosts and after that organize and translate them so that people realize and get it what the faculties they feel cruel. Besides, Rakhmat (1989:55-58) clarifies that perception is the involvement of objects, occasions, or connections from deducing and translating data. To decipher tangible jolts, including sensation, consideration, desire, and memory.

Students Perception

Mentally, the perception needs to do with taking after actualities. Discernment is the mental capacity to handle or utilize data gotten through the sense organs. As Akande's explanation in his instruction inquires, he stated that perception is a cognitive impression that's shaped from reality. It impacts the person's activity and behavior toward a protest. Akande (2009, p. 1) afterward cited the Alagbu articulation (1999), that perception takes after variables, as past encounters, display encounters. Identity, and inspiration, as significant to get how individuals or understudies see occasions.

Online learning

Mohammadi (2010) argued that online learning is frequently alluded to as the deliberateness utilize of data innovation and organize communication within the instructing prepare. Online learning can too be characterized as: the utilize of electronic frameworks such as the Web, computers, and mixed media CDs, the reason of which is to decrease costs and come and go. According to Goyal (2012), online learning can be characterized as the science of learning without utilizing educational materials printed on paper. Online learning is the utilize of broadcast communications innovation to supply data for instruction and preparing. With the improvement of data and communication innovation, online learning is steadily getting to be the worldview of present day instruction. Noteworthy points of interest of online learning incorporate the utilize of PeiChen (2008) non-concurring and synchronous learning organize models to free the interaction between understudies and instructors from the imperatives of time and space. A few other terms are moreover utilized to portray this mode of educating and learning. They incorporate online learning, virtual learning, disseminated learning, web, and web-based learning So Naidu (2006).

Characteristics of online learning

According to Zhang et al (2004) online learning still at an early arrange, with numerous dubious issues to be clarified and explored. There are numerous components possibly impacting online learning adequacy, such as media characteristics, learning setting, innovation, and learner characteristics. Whereas our tests have illustrated that online learning can be at slightest as dynamic as routine classroom learning beneath

certain circumstances, we are not in a position to claim that online learning can supplant conventional classroom learning. Learning is most generally a socio-cognitive movement. Not each understudy will discover online learning appropriate with their learning fashion. A few understudies feel bored or scared before the computer. Other imperative issues in online learning must moreover be taken into thought. Issues of belief, authorization, certainly and the personal obligation must be settled. Proprietors of mental property ought to be satisfactorily compensated. Security on the web may be a developing challenge, essential due to open get to by the open to this widespread organize. Other than, since the interactive media fabric is intensely utilized in the online learning framework, a high-bandwidth arrange is a basic necessity for the effective substance gets to.

The use of Zoom in learning speaking

Online education through zoom is a general concept for the teaching and online learning process with the aid technology tools and platform which are able to manage online learning process and success the learners during learning process in pandemic eras in giving the teacher and students opportunity to make the learning process run well. online education through zoom also can be suitable to be used in speaking class because it makes the social interaction between students and teacher in conducting effective discussion. 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).

Verbal interaction has long been considered an imperative component within the field of moment dialect procurement, and it has been broadly concurred that talking aptitudes create best in a true circumstance that includes transaction of meaning. It is important to mention that while being situated within the e-learning context, videoconferencing significantly differs from text-based computer-mediated communication (CMC), as it allows for audio-visual channels in the interaction (Wardani, Deklara Nanindya, et.al. 2018). Thus, in using online learning of zoom some alternative media or application can be used to support learning process of speaking. Students can easily perform their speaking performance in virtual meeting by using zoom and it is enable students to practice their speaking performance. The use of zoom in learning speaking extremely give students and the lecturer special opportunity in this pandemic era to conduct learning process in speaking without any limit and it also make the lecturer

easier to assess their students speaking performance, it can equip students with feedback from their classmates related to their own performance in speaking class.

There are some studies already carried out by Dr. Ng Chiew Hong, Phd (2020). On his research. The research discusses about the benefit impact of online learning especially in speaking class during covid-19 by using zoom has significant result in overcoming the teachers and students' problem in conducting speaking class. Second related to the developing speaking skill in online learning which was undertaken by Barbara Loranc-Paszylk (2019). The research discusses and aimed about explore the possibilities offered by innovative language learning, in particular such that aided by dynamically changing technology during pandemic era and focuses on videoconferencing, a mode of communication that can foster the development of speaking skills in English. It also can make the students and teacher to be creative in developing learning media and also creating opportunity to choose suitable media during covid-19 occurred. The distinction of this research to the previous research, it coming from the focus the aim of research. In this research, the researcher focuses to know the students' perception about the use of zoom at fourth semester of UNISMA and attempt to dig out the students' perception about the use of zoom in speaking and also the obstacles faced by the students during the implementation using zoom in learning speaking in this pandemic eras. The previous research, only focuses the research with the implementation using zoom without knowing the students' perception and obstacles the students faced during COVID-19.

Research Method

The methodology used in this research is a survey research. A survey of qualitative research is kind of research methods that explains, describe and interpret something Cohen, & Morisson, (2000). Qualitative research is concerned with condition or relationship that exist; practices that prevail; beliefs, point of view, or attitude that are held; processes that are going on; effect that are being felt; or trends that are developing. In this research, the researcher is going to dig out the students' perception, which best mentions it as point of view and it affect to the use of zoom as learning media in the speaking class and also want to know the students' perception toward their teacher learning style in using zoom. The data of this research was obtained through some step in collecting data of qualitative research, such as: observation through virtual meeting, spreading questionnaire, and conducting interview in the last process of research. The researcher was focuses the observation in speaking class of fourth semester of English

department of Unisma. The aim of this research want to measure the use of zoom as learning media in speaking, and also want to dig out the students' perception in using of zoom in learning speaking.

Research Participant

The respondent and source data of this research were the fourth English department of Unisma who were taking in speaking class. The research takes several students of fourth semester English department of Unisma. The researcher conducts the research by using the zoom and there were nine students to perform their speaking performance. After that, the researcher spreading questionnaire to the students and ask their perception related to the zoom learning media which are implemented in speaking class whether the zoom learning media effective or not.

Data gathering procedures

The data were first gathered from the questionnaire. the students support to fill the questionnaire at home because they have more time to think. In addition, they not be in hurry as when they were in the speaking performance that have duration to perform their speaking. The researcher distributing the questionnaire for those who did not join the zoom meeting in speaking class by entrusting it to their friends who was joining the zoom meeting. The students' compulsory to submit the questionnaire based on the appointment that have made by the researcher. There will be for interviewees. Those interviewees will be interviewed in order to verify their answer in questionnaire and to dig out their information.

RESEARCH FINDING AND DISCUSSION

In this part, the data finding are present the research question order. For each research question, then, the data finding follows the subject under study. The researcher contributes the first questionnaire to the participant to cover the students' perception in using zoom in learning speaking. The researcher conducting the interviewing to get more information and gain data from the participant deeply. It was done to get the data that were not covered in the questionnaire. Next, the researcher carries out the documentary study to get the data on how the lecturer implements zoom in learning speaking. The data found were described in detail from each technique used. The researcher uses the

questionnaire to answer the first research problem while the researcher uses a documentary study to answer the second research problem.

Students' Perception in Using of Zoom in Learning Speaking

Dealing with the education learning process, the students argued that the use of online learning in speaking was confusing and make the students bored in learning process. Based on the entire students' perception related to the online learning of zoom, the students perceive that the use of zoom in learning speaking not relevant to be used because in the learning speaking the students need real social interaction and real oral language production in order that the students easily to speak up well. In gaining students' perception above, the researcher arranged the question by focusing on advantageous and disadvantages of using zoom in learning speaking. The entire students at fourth semester of English department of UNISMA perceived that the role of zoom in learning speaking skill could not give them attractive learning which are able to attract the students enthusiastic in learning speaking. The entire students also perceived that the implementation of zoom could not be operated well by whole students because the place they live which are difficult to connect their smartphone mobile or their computer to access zoom. Based on the perception above, it answered the first statement problem.

The research finding of students' perception could be seen from the result of the questionnaire and interview. Here is the explanation:

The Valid Data of Questionnaire Result

Table 4.1 questionnaire result of students' perception using zoom

NO	ID	STUDENTS PERCEPTION	PERCENTAGE
1	X1	Nineteen students disagree	80%
2	X2	Seven agree	10%
3	X3	Two disagree	5%
4	X4	Two neutral	5%

From the valid questionnaire result, it can be found that nineteen students have negative perception in using of zoom in speaking. They are disagreeing that the use of zoom is useful to them. They showed that zoom not allows them to monitor their speaking progress toward achieving goals. It could not identify student's areas needing improvement, it could not reflect on students' learning speaking. It could not demonstrate strength and weakness, it could not to increase student's motivation in learning speaking by using zoom, and it also could not to help students to get understanding, applying whatever they learned and to see their own learning goals in speaking class.

There were seven students who have positive perception in using of zoom in speaking class. The seven students perceive that the use of zoom in speaking class helpful to them in conducting learning process especially in speaking class and they were agreeing that the use of zoom in this pandemic eras of COVID-19 as the best alternative to get the process of their speaking class, through the use of zoom the students able to practice their speaking skill with their classmate and also they are able to have social interaction among their classmate and the lecture. In the other hand, there were two students have strongly disagreed perception in using of zoom in speaking. Two students

itself perceived that the use of zoom in speaking class extremely bored, there is no any detail information of the lecture and any clear explanation in giving materials of speaking. The students assumed that the lecture too burden the students with a lot of assignment and give the students the suddent deadline in working the assignment.

In addition, there were only two students also who have neutral perception about the use of zoom in learning speaking. The students perceived that in this pandemic eras, all education institution compulsory to conduct online learning based on the regulation of education ministry (2020) to overcome the learning process well especially in speaking. Basically, two students itself argued that despite the online learning infectively to be used in learning process, but there is no any alternative in conducting learning process to be implemented.

The effectiveness of zoom

From the interview, it found that the students have not good perception in using of zoom in learning speaking. They said the use of zoom could not help them to know far the learning and teaching process was run. It did not give the essence of students' ability individually, it did not help them to see their progress, their strength, their weakness, and also their improvement in their speaking ability. Based on the students' perception above it could inferred that related to the effectiveness using zoom in speaking skill did not effective to be used in speaking. The students argued that use of zoom could not use in speaking, it could be used in the other subject of English such as: in writing, reading listening etc.

There were six students not agreed that the utilization of zoom in learning speaking can make the students can be motivated to participate them in speaking class and becoming good alternative in overcoming their problem in learning speaking as the students' needs. The students perceive that the utilization of online learning of zoom was not relevant to be implemented in speaking class because it not gives the students chance to have real social interaction with their classmate to conduct speaking practice and unable students to have a real language production in order that the students speaking ability could be improved well based on their needs in learning speaking.

From the replies to the result of interview above, it can be concluded as follows:

a. For the first question, "*does the online learning give you best solution in learning speaking?".* The majority of students answered that the use of zoom is not best

solution in conducting learning process especially in speaking class, it only burden students with a lot of assignment.

b. For the second question, "*does the use of zoom in learning speaking effectively?* "The majority of students answered that the use of online learning of zoom in learning speaking ineffective, and not relevant to be used in speaking class.

c. The third question, "*based on your opinion, does the online learning by using zoom give you good understanding about material have learned especially in speaking class?* All the students answered that the use of zoom in speaking class could not give the good understanding related to the material taught by the lecturer because there is no any further feedback and complete explanation.

d. The fourth question, "*does the use of zoom in speaking class are able to improve the students' speaking skill.* All the students answered that the use of zoom in speaking class are not able to improve their speaking class because the students need the real social interaction and the further feedback of their lecturer and their classmates.

e. The fifth question, "*does the use of zoom in speaking helpful for students to be active and train their speaking skill?* The major of students answered that through the zoom in speaking class, the students can be silent language learner because the students only compulsory to enter to the zoom meeting without invitation of the lecturer and their classmates in conducting discussion.

f. The sixth question. "*based on your opinion, does the learning atmosphere using zoom in speaking class fun or bored?* All the students answered that the atmosphere in speaking class by using zoom unattractive, there is no any inspirable activity which are able to attract their motivation in speaking class.

g. The seventh question. "do *you understand the explanation of lecturer during learning process by using zoom in speaking class?* The majority of the students answered that they could not understand well the explanation of the lecturer because the lecturer did not give the opportunity to the students to ask related to the material and also the duration in using zoom have limit time.

The percentage of the number of students who argued disagree and agree

Table 4.2 Percentage of result students interview using zoom

NO	ID	STUDENTS'PERCEPTION	PERCENTAGE
1	X1	Six students disagree	80%
2	X2	Two students agree	15%
3	X3	Only students neutral	5%

In undertaking those interview sessions above, the researcher selected several students at fourth semester, the researcher select the students based on the three categories such as: the students who has the high competence of speaking, students who has standard competence of speaking, and students who has low competence of speaking to know the students' perception deeply and comprehensively as the representative sample, the researcher selected the participant at fourth semester randomly to classify categories the representative sample among A class up to D class. The type of interview was used by the researcher in this interview is deep interview with the aim to dig out the deeper students' perception. There were nine students participated in the deep interview, the research participant at fourth semester selected randomly and each of the research participant at fourth semester coming from the different classes as the representative.

The students were argued that the use of zoom it can be relevant if the researcher or the lecturer use and implement it in the other subject besides speaking class such as: reading, writing, listening etc. The students perceived that the use of zoom is not their expectation in achieving their goals to improve their speaking ability, based on the students' perception that the use of zoom in learning speaking it bored and make the students could not be enthusiastic in joining the class of speaking. The students said that the lecturer only use the zoom in half semester before the students faced the middle test. After, the half semester the students are not used the zoom as the previous semester, the lecturer only gives the students speaking assignment to make the video related to the students speaking ability, Afterward, the lecturer commands the students to upload in Instagram, the students obligate to upload the video in Instagram that was commanded by the lecturer as the requirements in final examination of speaking class. Based on the

students' perception in using of zoom in learning speaking, the use of zoom in learning is not effective to increase the students speaking ability and could not help the students to achieve their goals. It also could not be helping the lecturer to run learning process especially in speaking class run well because some of the problem such as: internet connection, internet packages data, range of place, and also the different time. The students were argued that in using of zoom in speaking class make the students are not felt enjoy and happier because those problem above often experienced by their self in speaking class, there are some of them usually who could not join in learning process of speaking because they are coming from the different area especially beyond of java which are difficult to synchronize the time, and they have to climb up the hill so that they are able to get the good internet connection. There are several factor also influenced ineffectiveness the use of zoom in learning speaking as like the internet packages assistance to support them in the online learning process especially in speaking class.

Those perceptions above arise, based on the students' perception in online learning by using zoom in speaking class. The researcher carried out the interview of this research through virtual meeting of zoom because the condition in this pandemic era was inhibited the researcher in conducting interview directly by face to face.

The result of interview and questionnaire above have negative respond in the use of zoom in learning speaking, the result of interview and questionnaire above was gaining from the students' perception in speaking class at fourth semester. The majority of students at fourth semester in speaking class did not agree if the learning process in speaking class using zoom, the students perceive that the use of zoom in speaking class is not relevant with their needs in speaking class, it also could not make students enjoy in speaking class, and students perceived that it could not be best alternative media for speaking class, the students thought if the media of zoom used in speaking class continuously it can make the students and the teacher cannot be improved well in the learning speaking because the students who unintentionally join in speaking class they only to join in zoom meeting of speaking class as the requirements in fulfilling the attendance list. In fact, the students who unintentionally join in zoom meeting, they will turn of the camera without observe the learning process of speaking and it can make their speaking ability is poor could not be increased well as their expectation, the students stated that the use of zoom in learning speaking is bored did not inspired their enthusiasm and attract students' motivation in learning speaking well.

Based on the interview and questionnaire result above, it can be concluded that the use of zoom in learning speaking is not effective, the use of zoom in speaking class could not replace the real meeting of learning process of speaking. Therefore, the students expect that the lecturer of speaking are able to find the new innovation to make the students enthusiastic and motivated well. All the interview and questionnaire result above have attached in the appendix as the evidence to strengthen the result of research and the students' perception at fourth semester of English department Unisma in speaking class.

Implementation of zoom in learning speaking

The researcher gathered data on the implementation of zoom through questionnaires, interviews, and observation. The observation on 17 April 2021 at fourth semester. The subject of this observation was students of English department at fourth semester in speaking class, with the descriptive short story of students' daily activity as the meeting topic. In undertaking the observation, the researcher was used zoom meeting because the students could not join the meeting directly in this pandemic.

In the atmosphere of speaking class at fourth semester, the students are immensely having negative respond when the researcher ask them to join zoom meeting in speaking class in the observation. The students have bad perception in the use of zoom in speaking, they were argued that the use of zoom in speaking class burdening the students because their lecturer give too much assignment to the students. The speaking lecturer of the class principally had applied and implemented the procedures of teaching and learning process in speaking class not relevant to the procedures which was determined by the *Curriculum National Education.* The students revealed those argumentations above based on the experiences in the speaking class when their speaking lecturer only command them to make video and the students obligate to upload the video in Instagram without obtained some of comment or feedback from their speaking class.

In the main activity of the user zoom in speaking class implemented by the lecturer, the lecturer starts to implement the logical learning sequence of scientific approach, but the sequence of scientific approach was only given by the lecturer in the opening class, there are no guidelines given by the teacher such as: checking students understanding, giving the students feedback, and giving the students detail explanation so that students are easily understood the aim of learning in speaking class. There were three students only who were a response to the logical learning using zoom in speaking class because

the students assumed that logical learning in using zoom easily to get their comprehension of the learning in speaking class. The three students above perceived that logical learning effective to dig out their fluency in speaking to convey their ideas in sharing knowledge in speaking class.

The implementation of zoom in learning speaking at fourth semester was not relevant and did not interactive as like the offline learning of speaking that was extremely fun and enthusiastically. The lecturer used the zoom in learning speaking is less preparation, the lecturer could not to functioning the use zoom in learning speaking well. In running the speaking class though zoom meeting, the lecturer asked the students to make the link of zoom virtual meeting because the lecturer was busy and having less preparation to use zoom in speaking. Therefore, the lecturer often faced the problem in using of zoom in speaking class such as: running out time, log out of zoom automatically, having problem in recurring the meeting, and sharing the screen slide of power point, etc. In the use of zoom in learning speaking actually could not be used minimally or maximally to run the learning process in speaking class because the use of zoom in conducting meeting have the limit duration. Those problem in implementation of zoom meeting in speaking class was found by the researcher and it also strengthen by students' perception trough the questionnaire speeded, interview, documentary as the evidence in conducting research at fourth semester of English department of Unisma.

The students' response in the implementation of zoom in speaking class based on the interview:

Students 1 stated that in the implementation of zoom in speaking class lack of complete learning facility and preparation before the lecturer and students face online learning by using zoom.

Students 2 stated that in implementation of zoom in speaking class, the lecturer did not give enough clear explanation and further feedback to the students speaking performance.

Students 3 stated that the lecturer did not able to attract the students' motivation.

Students 4 stated that the use of zoom in speaking class did not give the students Opportunity to have real social interaction.

Students 5 stated that the use of zoom have limit duration so that the students did not have opportunity in asking question to the lecturer when they have have a problem in speaking class.

Students 6 stated that the use of zoom only used by the lecturer to give assignment

to the students without explaining the materials.

Students 7 stated that in the use of zoom in speaking class was boring without Having inspirable activity which are able to make students communicative learners to enhance their speaking skills.

Several phenomenon of learning online in speaking class have found, based on the result of questionnaire, interview, and small observation was carried out by researcher at fourth semester of English department. Generally, the obstacle in online learning implemented in speaking class at fourth semester frequently found by the lecturer and the students. Frequently, the obstacles that was found by students and lecturer in speaking class, they are lack of learning equipment or facilities to support their learning process in speaking class. The huge obstacle is not only in the lack of learning equipment or facilities, but also in the absence of internet quota. Providing internet quota requires a high cost. These difficulties are felt by the students and lecturer in speaking class. They do not have adequate the good internet connection or internet package assistance. It does not stop here, despite the internet is in their hand, students still face difficulty accessing the internet network because of the place they live.

According to Nashruddin, Alam and Tanasy (2020), affirms that a few understudies in farther country regions that are not secured by web association. In expansion, their cellular or versatile phone arrange is some of the time unsteady, due to geological area which is very distant from the flag scope. This can be too an issue that happen in numerous understudies who take online learning, so the execution is less viable. Another obstacle when the learning system of online in speaking class at fourth semester applied, the lecturer also could not maximally supervise students when the lecturer delivered material and explained material. In speaking course with the distance or online learning, students also found problem in imitating the way of speaking exemplified by their lecturer, and the lecturer also could not optimally train students to speak up. The problem in implementation online learning in speaking class is the limitation in the learning controlling. The lecturer is limited in conducting the control during online learning in speaking class.

Another marvel, a few understudies fill the participation list at the starting, but after that, they are now not dynamic until the conclusion of the learning in talking course, and a few understudies indeed take off the online lesson to do other exercises without being controlled by the speaker. This implies that a few understudies are not completely dynamic from the starting to the conclusion the lesson of talking lesson. In any case, it

too ought to not be overlooked at all; numerous understudies truly keep dynamic until the conclusion of learning. In obtaining the result of students' perception in using of zoom in learning speaking, the research describe the result above based on the research instruments such as: questionnaire, interview, small observation, etc. So, the drawing perception of students above extremely relevant to the result of research in speaking class at fourth semester.

As the finding mentioned in the implementation of research, that the students' perception using zoom in speaking skill regarded as ineffective learning media to be applied in speaking class. The students at fourth semester of English department UNISMA especially in speaking class argued that in speaking, the use of zoom not relevant to be used because in speaking the students need real social interaction by face to face conversation so that the students are actively to communicate their conversation and get the response and feedback directly form the lecturer and their friends. The students perceive that the use of zoom it could be implemented in the other subject such as: reading, listening, writing, etc. In this case, the entire students are disagreeing about the use of zoom in speaking class because the students felt that the learning atmosphere was so bored, there is no attractive activity that was able to attract the students' motivation in speaking class. This also in line with what Amstrong (2006) proposed that students' perception was leading attitude toward policies concerned with recognition, and quality of working life, and the influence of the group with whom they identify.

By referring to the data observation, the phenomena of students' perception using zoom in speaking skill are classified into three aspects: the observation through virtual meeting, spreading questionnaire, conducting interview. Each aspect also describes the obstacles encountered by the researcher at fourth semester of English department of UNISMA.

As a result, the majorities education institution is required to conduct distance learning, which it changes traditional teaching system from face to face to be online learning. According to Adedoyin, O.B., & Soykan, E, (2020). Discussing about online learning, it relates to the technology. Online learning is completely dependable on technological devices and internet connection. The use of technology in online learning of zoom in speaking class can be successful when the students have good internet connection and also when the students have sufficient internet assistance packages from the education institution. In case, the requirement of conducting online learning through

zoom did not able to be conducted well because some factors above such as: less preparation to face online learning without simulation to operate the any programs of online learning especially by using zoom, there is no full facilitator to facilitate students and the lecturer networking at fourth semester of English department UNISMA, and there are too many duties given by the lecturer to the students so that the students felt bored and burdened. Whereas, the theory of the expert above perceived as the best alternative to overcome the learning process during COVID-19 by using online learning of zoom. It was extremely perceived as good learning media. Evidently, those perceptions above it was not relevant to the students and lecturer needs, and could not answer the effectiveness of the use of learning media by using zoom. It is contrast with the statement of (Wargadinata, Wildana, et.al. 2020), that stated the role of online learning through zoom can make students and lecturer easily to have good interaction in sharing the knowledge and also transferring the good ideas. In the other hand, the students can train their ability in speaking to make they accustom to speak with their classmates then the lecturer can measure the students speaking ability.

The majority of the students in conducting online learning by using zoom in speaking class could not follow the process well because the negative impact of students' perception in using zoom as online learning media that influences the students to be spoiled learner without offline learning and did not able to foster in increasing their speaking skill by their own practice in speaking class. Whereas, the previous theory of the expert perception mentioned that the role of online learning in this pandemic of COVID-19 extremely helpful for the lecturer and students needs especially in speaking class, as cited in Barbara Loranc-Paszylk (2019). That the research aimed to explore the innovative language learning especially in speaking in this pandemic eras, as the best alternative learning media that can foster the development of speaking skill in English. Unfortunately, that expert theory did not relevant based on the students' perception and students' needs in using zoom in speaking.

Those perceptions above arise based on the students' perception in the use of zoom in speaking class. In strengthen those perceptions above in observation there were some evidence of research such as: questionnaire, interview, and observation.

In the result of questionnaire, on the students' perception using zoom in speaking skill, there were thirty students participated in filling questionnaire. There were nineteen

students have negative perception in using zoom in speaking class because the students perceived that the use of zoom did not allows them to monitoring their speaking skills in achieving their target. In the positive perception, there were seven students who agree in using of zoom in learning speaking as the best alternative during COVID-19. The seventh students perceived through zoom as learning media the learning process of speaking class could not be prevented. In another perception, there were two students who have strongly perception, the students perceived that the use of online learning in speaking class immensely was boring. In addition, there were also two students who have neutral perception that currently, in this pandemic eras all the education institution compulsory to conduct online learning based on education ministry regulation (2020). Despite the students have difficulties in online learning, but the students argued that there is no any alternative which are able to changes the use of online learning of zoom in this eras of COVID-19.

Through the percentage of questionnaire above, based on the students' perception that the use of zoom in speaking class was not extremely helpful for them. The previous theory of the expert which was stated in the previously did not always relevant to the students' needs in learning speaking. Even though, basically the use of online learning in speaking class aimed to the telecommunication technology to deliver information for educational training especially in speaking class with the progress information and communication technology development as stated by Goyal (2012) that online learning is emerging as the paradigm modern education. Evidently, those perceptions of the expert above, could not be implemented well in Indonesia because there are many factors such as: lack of preparation, unsupported internet connection, and the limitation of internet packages assistance.

To dig out the deep information on the students' perception using zoom in speaking skill, it was undertaking in the interview consist of nine students. There were the six students was disagreeing to the use of zoom in speaking, the students perceived that the use of zoom did not able to motivate them and could not be alternative which are able to make them enjoyed the speaking class. Through the majority perception of interview, the researcher concluded that the use of zoom in speaking was not relevant based on the students' perception. The implementation of interview used by the researcher to dig out the students' perception is deep interview and classification sample as the representative of the entire students.

Frequently, regarding to the obstacles encounter by the students and lecturers, lack of equipment and facilities in supporting the online learning of zoom in speaking class. The big obstacles are not only coming from the lack of equipment and facilities, it also coming from the absence of internet quota. In providing the internet quota required by high cost. The students' and lecturers did not have adequate the good internet connection or internet packages assistance. It becomes a serious problem that should be finished by education ministry in this implementation of online learning by using zoom in the pandemic eras of COVID-19. Despite the internet is in their hand, the students still face the problem in accessing the internet networking because the place they live. The students who live in remote rural areas that are not covered by internet connection Nashruddin, Alam and Tanasy (2020). In other case, the students' cellular or mobile phone network sometimes unstable, due to their geographical locations which is quite far from the signal coverd.

Those problem above, also occurred in many students who takes online learning of by using zoom, so the implementation of the use of zoom in speaking class mentioned as not helpful for the students especially at fourth semester of English department of UNISMA. In speaking course with the distance or online learning by using zoom, students also faced the problem in imitating the way of speaking exemplified by their lecturer and the lecturer also could not optimally train students to speak up. The problem in implementation online learning in speaking class is the limitation in the learning controlling. The lecturer is limited in conducting the control during online learning in speaking class. Another phenomenon, some students fill the attendance list at the beginning, but after that, they are no longer active until the end of the learning in speaking class, and some students even leave the online class to do other activities without being controlled by the lecturer. This means that some students are not fully active from the beginning to the end the lesson of speaking class. However, it also should not be ignored at all; many students really keep active until the end of learning.

Conclusion

Overall, the research conclusion is presented based on the data which have been revealed on the students' perception using zoom in speaking skill at fourth semester of English department of UNISMA. From the all, some point of the finding and discussion above, the use of zoom in speaking class did not give best result of the progress to be

the best alternative learning media especially in speaking class because, there are many aspects influenced such as: less preparation to operate the application of zoom before faced the online learning, lack of the internet packages assistance which are able to support the use of media of zoom in speaking class, and also the place students live it could be influenced to the good quality of internet connection. Through the point triggered above, it could be concluded that Overall, the research conclusion is presented based on the data which have been revealed on the students' perception using zoom in speaking skill at fourth semester of English department of UNISMA. From the all, some point of the finding and discussion above, the use of zoom in speaking class did not give best result of the progress to be the best alternative learning media especially in speaking class because, there are many aspects influenced such as: less preparation to operate the application of zoom before faced the online learning, lack of the internet packages assistance which are able to support the use of media of zoom in speaking class, and also the place students live it could be influenced to the good quality of internet connection. Through the point triggered above, it could be concluded that the students were not enjoyed in using zoom in speaking class because the students perceived that the implementation the media was not relevant to be used in speaking class. The atmosphere of the teaching learning process using zoom in speaking class was extremely boring, and there is no attractive activity that enable to students to be more active in learning. There is no an opportunity given by the lecturer to the students in conducting discussion to practice their speaking skill and also there is no stimulation to make the students have the social interaction among their classmate and their lecturer. The implementation of zoom in speaking was not relevant because there are some factors influenced such as: the less preparation to operate the zoom application in speaking class, lack of learning equipment facilities to support their learning in speaking class, internet packages assistance, range of place they live, and also the duration in using zoom in learning process especially in speaking. Therefore, it was difficult to the students manage the time, because they are coming from the distinct areas especially beyond of java which are difficult to synchronize the time.

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