



The Challenges of Teaching Speaking to High School Students through Zoom Video Conference Application

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Abstract: Video conferencing is often used not only for webinar and other online meetings, but also for teaching and learning process. Some applications such as the Zoom Application are very helpful for students and teachers in the teaching and learning process. This research is about the obstacles faced, namely electronic media and internet quotas for online learning. Not all students are equal when it comes to economics. The problems of this research are how the teacher teaches speaking in online class and the challenges of teaching speaking through Zoom Video Conference Applications. The findings revealed that the English teachers provided relevant video as speaking model and engaged students to speaking practice in pair or small group to gain online learning experience. Meanwhile, teachers found several obstacles in online learning with the issues of students' presence and motivation because of internet connectivity problems. the effectiveness of the learning process was affected. These findings contribute to highlighting the importance of addressing the digital divide in online speaking class to ensure equitable learning opportunities for all students.

Keywords: english speaking, zoom video conference, online learning

Introduction

English is a fundamental subject in the Indonesian education curriculum, spanning from junior high school to university levels, as stipulated in Permendiknas RI No. 22 of 2006. Language plays a central role in students' intellectual, social, and emotional development, supporting success in all fields of study (Dewi et al., 2016). Among the language skills in learning English, speaking holds immense importance as it enables effective interaction and communication with others (Octavia, 2023; Richards & Renandya, 2002) highlight that speaking is a central element of communication, allowing individuals to express feelings, emotions, and ideas. In second language education, mastery in speaking English is considered crucial, with success measured by the ability to engage in conversations using the second language (Bolape Olufunto Olaosebikan, 2023).

The field of educational technology has seen significant advancements, particularly from the 1960s, where extensive studies on audiovisual tools were conducted. (Harjali, 2011) emphasizes that educational technology is linked to engineering, science, and audiovisual education. Dorris (2013) describes this technological development as "the enrichment of education through the seeing experiences," drawing conceptual contributions from communication, learning theory, teaching machines, and programmed instruction, as discussed by (Harjali, 2011). Ethical practices have been incorporated into technology development, as highlighted by (Dorbolo, 2002), leading to the era of Information and Communication Technology (ICT). In this era, students are encouraged not only to master scientific knowledge but also to actively participate in learning, collaborate, and embrace lifelong learning paradigms, fostering teachers' roles as facilitators in creating mobile, dynamic, spaceless, timeless, and borderless learning activities. Educational institutions worldwide have increasingly adopted distance education with IT assistance, particularly during the pandemic, transforming the educational landscape (Shahrill, 2021; Nursyamsiyah, 2023; Supa' At, 2023).

Video conferencing, especially through applications like Zoom, has become essential in teaching, learning, and even online meetings (Mutawali, 2021; Hidayat, 2022; Kristine Anne Dimaculangan Hanifa Hadji Abas, 2022; Mutiu Salami Rahmattullah Khan, 2021; Rabeea Mohammed Mansour Imleesh Ibrahim Abdelrahim Ibrahim Humaida, 2020; Renna, 2022; Risse Entikaria Rachmanita, 2022). Zoom has proven beneficial for educators and students, bridging gaps in time, space, and scheduling flexibility, thereby facilitating effective learning and teaching activities (Bawanti & Arifani, 2021). However, the use of Zoom also poses challenges, such as limited time for free accounts, difficulty in monitoring every student, and potential network issues affecting session continuity.

This research aims to explore the teaching of speaking skills in online classes and identify the challenges faced when using Zoom Video Conference Application. The objectives of the study focus on investigating how teachers handle Speaking online learning

during the pandemic and understanding the challenges encountered when using Zoom for teaching speaking. By examining the challenges, this research aims to shed light on the effectiveness of Zoom as a tool for enhancing speaking proficiency and provide valuable insights for teachers and policymakers in designing effective online language learning experiences.

The study's scope is limited to the English teachers of SMP Negeri 01 Jember in the 2021/2022 Academic Year. By focusing on this specific context, the research can delve into the challenges faced by teachers in teaching speaking through the Zoom Video Conference Application.

Furthermore, this article explores the importance of speaking skills in language education, the use of Zoom Video Conference Application as an online learning platform, and the challenges encountered by teachers in teaching speaking through this medium. The findings are expected to benefit both theoretical understanding and practical implementation, providing insights for teachers and future researchers in the field of language education.

Methodology

This study employed a descriptive qualitative research design, presenting data in words rather than numeric form. The aim was to explore English teachers' perceptions of using Zoom for distance English speaking learning. Descriptive research accurately described the research problem without explaining why certain events occurred, focusing on understanding patterns, changes, and causes.

The population consisted of English teachers at SMP Negeri 1 Jember in the 2021/2022 Academic Year who used Zoom for teaching during the COVID-19 pandemic. The purposive sampling technique was used to select two English teachers based on specific criteria, including expertise, experience in teaching English, familiarity with Zoom, and representing varied teaching styles. Data collection occurred through interviews conducted via Zoom, allowing flexible data collection. The main interviews lasted approximately 60 minutes each.

The primary instrument for data collection was a semi-structured interview with open-ended questions. The interview guide was designed based on research objectives and aimed to explore teachers' perspectives on the strengths and weaknesses of using Zoom for distance English speaking learning. Prior to the main interviews, a pilot interview with another teacher was conducted to test the interview guide's effectiveness and make necessary adjustments.

The data collected from interviews were analyzed using a qualitative data analysis approach. Data reduction involved transcribing and organizing recorded interviews into manageable segments. Key themes and patterns related to the strengths and weaknesses of

using Zoom for teaching speaking were identified. Data display involved visually presenting the findings using charts and tables for easy comprehension and organization.

Based on the analyzed data, the strengths and weaknesses of using Zoom for teaching speaking were thoroughly examined, addressing the research objectives. Triangulation was used to ensure data verification by comparing interview data with existing theories, sources, or findings from other research studies. Other research and expert theories supported the data findings obtained from the interviews, providing a comprehensive understanding of teachers' perspectives on teaching speaking through Zoom Video Conferencing and the challenges they encountered in the process.

Result and Discussion

The research findings presented in this chapter provide a comprehensive understanding of the perspectives and challenges faced by English teachers while teaching speaking through Zoom Video Conferencing. Two English teachers from SMP Negeri 01 Jember were selected as participants, and the interviews were conducted on 13th and 14th August 2022. The structured interview questions were designed to address the research objectives effectively.

Regarding the first research question, the findings revealed that the English teachers adopted specific techniques to facilitate speaking learning in the online class using Zoom. The teachers initiated the process by providing relevant examples, such as showing videos related to English speaking and utilizing teaching materials from the students' textbooks based on the curriculum. Subsequently, they implemented a "repeat after me" approach, wherein students imitated spoken language to enhance their speaking skills. To encourage practical application, the teachers engaged students in conversations on simple topics, fostering speaking practice in pairs or small groups. Moreover, the use of visual learning techniques, such as displaying videos, effectively enhanced the online learning experience (Teacher 1, personal communication, August 13, 2022; Teacher 2, personal communication, August 14, 2022).

As for the second research question, the English teachers highlighted several obstacles encountered while using Zoom Video Conferencing for teaching speaking. These challenges encompassed the necessity to provide repeated examples, the constraints of limited time and place for online classes, and issues related to student attendance, which were often influenced by internet connectivity problems and insufficient access to required technology. Additionally, the lack of motivation and engagement among some students presented difficulties in capturing their attention and ensuring active participation during online classes. Furthermore, the preparation of materials and media in advance consumed considerable time and posed challenges for the teachers (Teacher 1, personal communication, August 13, 2022; Teacher 2, personal communication, August 14, 2022).

To address these challenges, the English teachers devised various strategies. They emphasized the importance of maintaining open communication with students to address their concerns and motivate them to stay engaged. Employing up-to-date learning materials was a key strategy to prevent monotony and enhance students' interest in the learning process. Furthermore, the teachers recognized and rewarded students' efforts to encourage active participation. Additionally, they provided support and repeated the material during online classes to ensure comprehensive understanding (Teacher 1, personal communication, August 13, 2022; Teacher 2, personal communication, August 14, 2022).

The research findings provided valuable insights into the advantages and challenges of using Zoom Video Conferencing for teaching speaking. While the flexibility of Zoom allowed teaching from various locations, the presence of the digital divide, limited time and technology access, and difficulties in student engagement during online classes were evident.

The discussion of the findings further elaborates on the challenges faced in online learning, particularly the digital divide, where not all students had equal access to technology and digital literacy. This resulted in delayed attendance and reduced participation among some students. To address this issue, teachers had to adapt their teaching strategies and provide alternative learning methods to accommodate students with varying technology access (Romo et al., 2018).

Readiness, facilities, and technology knowledge were crucial factors in the online learning process. Proper planning and preparation were essential to ensure a meaningful class experience. Teachers needed to adapt their approaches when facing technical issues during online classes, such as poor laptop performance, unclear speakers, and low-quality cameras (Menggo, 2021).

Despite the challenges, the research findings underscored the significance of perseverance and dedication in providing a meaningful learning experience for students. The strategies employed by the English teachers demonstrated their commitment to delivering quality education despite the obstacles encountered (Ganesha et al., 2021).

In conclusion, the research findings shed light on the complexities of teaching speaking through Zoom Video Conferencing and the challenges faced by English teachers during the online learning process. The discussion provided valuable insights into the importance of technology access and preparation for effective online education. The strategies employed by teachers exemplified their dedication to providing quality education in the midst of challenges. The research contributes to the ongoing discussion on distance learning during the COVID-19 pandemic and offers valuable implications for improving online education practices in the future.

Conclusion

Based on the findings, this research concludes that English teachers at SMP Negeri 01 Jember during the 2022/2023 academic year encountered several difficulties in using Zoom Video Conferencing for online speaking learning. While online learning provided some ease in the learning process, it was not entirely effective in achieving the learning objectives due to the digital divide. Some students lacked the necessary facilities, such as laptops and smartphones, hindering their participation and engagement. Additionally, the challenges faced by the teachers during the online learning process through Zoom Video Conferencing included time limitations, internet connectivity issues, and technology access disparities among students. As a result, the effectiveness of the learning process was affected. These findings contribute to the current state of knowledge by highlighting the importance of addressing the digital divide in online education to ensure equitable learning opportunities for all students. To enhance the field, future studies should focus on devising inclusive strategies to overcome technology-related barriers and improve the efficacy of online learning. Furthermore, efforts should be made to provide adequate resources and support for both teachers and students to optimize the learning experience through Zoom Video Conferencing. Continued research in this area can lead to the development of innovative approaches for remote teaching and learning, ultimately benefiting the education system in various settings.

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