



ADAPTING PEDAGOGY: EXAMINING TEACHERS' PERSPECTIVES ON ZOOM FOR CULTIVATING SPEAKING PROFICIENCY IN FORUM KAMPUNG BAHASA (FKB)

La Ode Zainal Asgaf*, Irma Khairany Mumtaza
Ahmad Dahlan University, Yogyakarta, Indonesia
laodezainal95@gmail.com*

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Abstract

This study aims to investigate teachers' perspectives on using Zoom in teaching speaking. The research design of this study was a descriptive quantitative study. The participants under investigation in this study comprises the entirety of teachers at Forum Kampung Bahasa (FKB) Pare, estimated to be approximately 300 individuals. The data collection method was a questionnaire consisting of 24 items. The result shows that the teachers were reported to have high perception on the use of Zoom. Most of the teachers or 85.3% of the teachers in this current research were categorized into high category, and there were 24 teachers or 14.1% from the total of the teachers belonging to medium category. There were only 0.6% of teachers who perceived low perception. The teachers' perceptions toward the use of Zoom in each aspect were categorized as good based on the mean score (basic knowledge concept = 3.96; readiness= 4.18 easiness= 4.09; benefits= 4.13).

Keywords: Teacher Perceptive, Speaking, Zoom.

INTRODUCTION

Within the Covid-19 pandemic, many aspects and variables received changes. It influences the economy, the social system, and the education system, among other aspects of existence for humans. A significant portion of universities, institutions, madrasahs, and Islamic boarding schools have been closed worldwide as a result of the COVID-19 pandemic (Setiawan, 2020). Since the government and affiliated institutions are implicated in the outbreak, they are offering alternatives to students who are pursuing their education in schools. This is particularly significant considering that education is one of the sectors affected by the pandemic. In 2020, the Ministry of Education and Culture gave an announcement concerning the implementation of education policies within the Covid-19 pandemic. This was further supported by a circular letter in 2020 that provided guidelines for conducting education remotely during the same period (Kemendikbud, 2020). All ongoing activities have been suspended in an effort to prevent the spread of the Coronavirus. Every member of society needs to remain at home. To address the pandemic in the field of education, the government has implemented the subsequent strategies: online instruction for students in kindergarten through senior high school; online instruction for college students;

elimination of national examinations; and a delay in the administration of SBMPTN 2020 and SNMPTN (Anhusadar, 2020).

In response to the Covid-19 pandemic, teachers are obligated to promptly modify their methods of teaching. Instructors must therefore adjust to online education (Konig et al., 2020). As an increasing number of educational institutions transition to online learning, instructors are urged to adapt their teaching methods and create resources that students can access remotely. Students can access learning materials and resources from any location or time with the assistance of at-home learning. By engaging in this effort, learners will have the capability to access educational resources via distance learning. To promote effective online learning, it is crucial to evaluate the behavior and attitudes of instructors in connection with the instructional process (Nashir & Laili, 2021). The implementation of a remote learning policy along with the temporary closure of schools will certainly impact the educational experience (Atmojo & Nugroho, 2020)

The learning of foreign languages is particularly challenging for foreign language learners due to their inability to properly use the language in social interactions (Shummin, 2022). The act of generating words that are easily understood by listeners is what constitutes good speaking skills. According to Brown and Yule in (Iman, 2017), speaking is the skill by which students will be evaluated the most during real-life situations. In everyday interaction, the ability to communicate fluently and comprehensively plays a crucial role in making an impression. To this end, teachers should prepare their students as much as possible so that they can speak English outside the classroom.

Perception is widely recognized as a crucial component in facilitating successful teaching and learning, as asserted by Jacob and Gawe (2004) . Learning may only be attainable if a person is exposed to stimuli, and we are exposed to many stimuli that regularly affect our senses. Hamachek (1995), as cited in (Pamungkas & Adi, 2020), defines perception as an individual's subjective experience in response to a stimulus, which is mediated by their sensory receptors. The conscious experience does not necessarily align with the sensory experiences of vision, audition, or touch. How individuals perceive their surroundings is influenced by their worldview. Consequently, individuals interpret sensory stimuli based on their subjective perspectives.

Moreover, according to certain experts, perception can be described more expansively. According to the findings of Wagner and Hollenbeck (1995), as cited in Sakinah et al. (2021), individuals possess a set of five sensory modalities via which they experience and interact with their surrounding environment. These senses are vision, audition, tactile perception, smelling, and tasting. The perception process involves collecting sensory information, followed by the subsequent stages of selection, organization, storage, and interpretation. According to (Fegasanti & Priyatmojo, 2020), Koentjaningrat argued that perception is an integral aspect of the human brain and may be understood as a perspective on various phenomena. Numerous variables contribute to this phenomenon, encompassing emotions, needs, motivation, educational background, and experience. According to Walgito (2010), perception can be described as the cognitive process that precedes sensing, involving the reception of information through an individual's sensory organs.

Foreign language acquisition poses significant challenges for learners, driven mainly by their limited proficiency in utilizing the language effectively within social contexts (Shumin,

2002) Proficient speaking skills involve the ability to articulate words in a manner that is readily comprehensible to the listeners. Speaking skills will be used to evaluate pupils the most in practical settings, according to Brown and Yule (Iman, 2017). In the context of daily social interactions, the skill of effectively and eloquently conveying information and ideas holds significant importance in establishing a favorable perception. In order to achieve this objective, teachers should make consistent attempts to adequately equip their students, enabling them to effectively communicate in the English language outside of their learning environment.

The teacher must present various engaging and effective activities When training students to talk in online forums. This is due to their limited access to in-person engagement inside a physical classroom setting. However, technology enables learners to develop greater freedom within the educational setting. Feldman and Zucker (Windiarti et al., 2019) propose that the advent of the internet has given rise to an innovative concept known as online education, encompassing both instructional delivery and learning processes. The individuals believed that internet-based instructions encompassed communication in all locations and at all times. This event signified a pivotal change in the potential for significantly enhancing production. Moreover, it possesses the capacity to revolutionize pedagogy through the introduction of a fresh model of interconnected instruction (Kuning, 2019). Nevertheless, despite an unexpected transition in instructional approach, educators, in general, and English as a Foreign Language (EFL) instructors encounter numerous challenges when engaging in online instruction (Tram & Thi, 2021).

Feldman and Zucker (Windiarti et al., 2019) define two distinct online learning methods: synchronous and asynchronous. Synchronous learning is integrating theoretical concepts with real-world circumstances and conditions through online platforms. The trend is distinguished by the utilization of several tools, including direct messaging, shared whiteboards, integration of audio and video data, dissemination of media, and the ability to access online presentations. In the pedagogical context of facilitating oral communication skills in online meetings, educators have employed several digital platforms, including Zoom, Google Meet, Google Classroom, Schoology, and Edmodo, among others (Fakhrudin, 2018); Nurdiansah et al., 2021, Ratnaningsih, 2019; Rusmawan et al., 2021; Yuniarti et al., 2019). Moreover, Bawanti & Arifani, (2021) asserts that virtual platforms, like Zoom, play a crucial role in facilitating the instruction and acquisition of the four languages, particularly emphasizing oral communication skills.

According to (Singh et al., 2020), teachers utilize the Zoom platform to facilitate remote instruction. Zoom is widely utilized by students enrolled in English Language Courses and educational institutions. Zoom is a medium of instruction for specific English courses offered at Forum Kampung Bahasa (FKB). Instructors are provided with a Zoom account to conduct online instruction. In light of the ongoing COVID-19 epidemic, most teachers at Forum Kampung Bahasa (FKB) have opted to utilize the Zoom platform for various skill-based activities. Zoom is a widely utilized platform for disseminating educational materials, allocating assignments, facilitating interactive discussions, and administering assessments. The utilization of Zoom is prevalent in English as a Foreign Language (EFL) educational settings to deliver instructional content about the development of oral communication abilities (Cheung, 2021; Mukaromah, 2021). The utilization of Zoom as a platform for

teaching and learning in language sessions at Forum Kampung Bahasa (FKB) has been implemented during the COVID-19 pandemic. Nevertheless, there needs to be more study on attaining knowledge in this area, thus necessitating further investigation.

Previous studies conducted by various researchers have explored instructors' perceptions regarding teaching English. In their study, Rahayu & Wirza, (2020) examined the perceptions of EFL teachers on online English language learning. The results of this study indicate that participants perceived online learning systems to possess significant value and user-friendliness. However, most educators expressed dissent over the efficacy of online education. The perceived ineffectiveness of online learning was attributed to the need for more communication between students and teachers. The insufficiency of technology infrastructure resulted in decreased interested students, limited internet quotas, and reduced parental support for certain students. Educators encountered challenges when utilizing information and communication technology (ICT), constructing compelling instructional resources, elucidating complex concepts, and providing constructive feedback. These factors contribute to a decrease in convenience and comfort in online instruction. While numerous challenges accompany online teaching and learning, educators can demonstrate a positive approach towards integrating technology inside the classroom setting.

The second study was undertaken by Mukaromah et al. in 2021. A study was undertaken to provide a descriptive analysis of the utilization of Whatsapp and Zoom programs and examine their respective merits and drawbacks in online education. Based on the research findings, both WhatsApp and Zoom had the potential to serve as valuable tools for students in their pursuit of English language proficiency. These platforms have demonstrated the ability to enhance learning processes' efficacy while fostering meaningful engagement between educators and learners. The software's capabilities facilitate seamless information sharing during the educational process, rendering it particularly advantageous for online learning endeavours. There are several obstacles to implementing these applications, encompassing issues such as inconsistent internet connectivity, the financial burden associated with purchasing data allowances, and the absence of adequate internet infrastructure.

Cheung, (2021) did a case study in Hong Kong to examine a specific phenomenon or situation. The present study investigated the influence of several elements on the utilization of technology and its impact on synchronous online learning. The research revealed that the implementation of synchronous teaching allowed educators to utilize specific online resources to augment methods of assessing students' comprehension despite a decrease in overall teacher-student contacts. The integration of technology in the instructor's Zoom classes was influenced by the pedagogical views of the teachers, the contextual factors, and their professional development. The integration of technology by ESL teachers necessitates professional development opportunities and school assistance, as indicated by the study's findings.

This study aims to study teachers' perspectives on using Zoom in teaching speaking. Because of this, other English skills, such as writing, listening, and reading, still need to be addressed. Additionally, the teachers are the English course Tutors from Forum Kampung Bahasa (FKB), so the discussion is based on their perspectives. Next, the article only discusses using

Zoom as a platform to teach speaking skills. Another usage of platforms needs to be explored.

In light of the previous research, the investigation poses the following inquiry: How do teachers at Forum Kampung Bahasa (FKB) Pare perceive the possibility of using Zoom as part of their teaching strategies to instruct students in English speaking skills?

METHOD

Research design

The research employs a quantitative technique. Quantitative research is a systematic investigation that measures quantity or amount. According to Castellan (2010), this technique is suitable for phenomena that may be quantitatively stated.

The main objective of this research is to examine educators' perspectives on utilising Zoom as a means to promote virtual oral communication lessons. A survey aims to statistically describe and analyse a phenomenon to accomplish the study objective. Surveys are commonly employed as descriptive research methods. The descriptive technique involves depicting phenomena by elucidating their characteristics or providing a comprehensive account of their nature (Tuckman, as cited in Latief, 2012). The survey research method is utilised to elucidate and explicate the views, attitudes, opinions, or trends held by individuals who are the focal point of the researcher's attention. According to Ponto (2015), survey research is defined as the systematic collection of data from individuals through questioning techniques, as described by Check and Schutt.

Population and Sample/ Participants of the Study

The population under investigation in this study comprises the entirety of teachers at Forum Kampung Bahasa (FKB) Pare, estimated to be approximately 300 individuals. In order to get the sample for this study, the researcher employed a purposive random sampling technique. According to Arikunto (2013), purposeful sampling is the deliberate selection of subjects based on a specific aim rather than their level or area. This enables researchers to choose samples that accurately reflect the characteristics of their target population.

The researcher chose a specific sample of teachers from the initial group of 300 based on their speaking proficiency and experience in online teaching, specifically with a minimum of one year of experience utilising the Zoom platform. The questionnaire was completed by 170 tutors who provided their responses via a Google form. The tutors possess a proficient understanding of Zoom as the digital platform for conducting online speaking classes. Since the onset of the COVID-19 pandemic, Zoom has been employed to facilitate the delivery of spoken language instruction.

Research Setting

The current research project was conducted at Forum Kampung Bahasa (FKB) Pare. It is located in the village of Kampung Bahasa Pare, specifically in the region of Kediri. The current environment provides an optimal context for acquiring data sources to investigate instructors' perceptions of e-learning in this study.

Research Instrument

Research requires instruments to be conducted and collected. There are various types of instruments, such as questionnaires, checklists, and interview guides. Using a questionnaire, the researcher dealt with the research instrument in this study. The questionnaire was

adapted from (Khusniyah & Wana, 2020) and (Cakrawati, 2017) since the researcher needs to change several points and connect them with the context of the current article.

Table 3.1
Questionnaire Specifications

Aspect	Sub-aspect	Indicator	Item Number
Knowledge of the basic concepts	Zoom definition and support in speaking class	Teachers can explain the concept of teaching. speaking through zoom	1,
		Experience of teachers using Zoom as a platform in speaking class	2
	Being familiar with Zoom tools	Teachers know how to use Zoom's additional tools to support the use of the platform as a teaching tool in speaking class	3,4
Readiness	Manage technology	Teachers are accustomed to using technology in speaking class	5,6,7
		Teachers are aware of zoom's current features	8,9,10
	Integrating technology into the learning process.	Teachers understand the proportional mix of technology and learning	11,12

Easiness	A simple technical support system and a time-saving feature	Zoom is easily accessible and affordable for teachers in speaking class	13,14
		Teachers believe zoom is an effective teaching tool in speaking class	15,16
	The headway of online learning	Teachers are aware of the development of zoom	17,18
Benefits	The online system offers benefits for self-development	The teachers feel that zoom improves their ability to use technology in speaking class	19,20
		Zoom makes it easier for teachers to deliver materials in speaking class	21,22
	Language and skill development can be achieved through the online system	The teachers think that Zoom develops students' language and speaking skills	23,24

Data Collection

The researcher undertakes a series of steps during the data collection process. The initial stage involves the preparation of questionnaires, which aim to assess instructors' self-perception on the utilization of Zoom as a means to enhance oral communication inside the classroom. The questionnaire consisted of 24 items, each rated on a five-point Likert scale ranging from (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The next stage involves distributing the questionnaire online to the selected individuals. In this phase, multiple groups of individuals received the questionnaire. In order to achieve automated completion of the questionnaire, the researcher must provide a one-week period during which all participants are allowed to fill it out. Ultimately, the questionnaire data were evaluated using Excel for scoring purposes.

Data Analysis

According to Meleong (2001), data analysis is a systematic procedure encompassing data collection, examination, and transformation. Given the nature of the study, which incorporates the utilization of a questionnaire, the obtained data would then undergo analysis. Since this research is a survey study, the subsequent data analysis will adopt a quantitative descriptive approach.

In this study, the SPSS was chosen on account of its extensive adoption in social science research. SPSS provides an extensive collection of statistical functions, which gives significant advantages when controlling the complex features of survey data. The program's accessible interface and capacity to calculate a wide range of statistical measures are by the quantitative approach of our study, thereby guaranteeing an accurate assessment of the information that was collected.

The utilization of mean, median, and mode calculations provides a reliable approach to comprehending the fundamental tendencies inherent in the viewpoints of teachers. By providing a measure of the average response, the mean illuminates the educators' sentiment. As it is less vulnerable to unusual values, the median provides a reliable picture of the average among the given responses. In addition, the mode identifies the response that occurs most frequently, providing light on whether the surveyed educators hold similar or different views. By employing this diverse methodology for the main trend analysis, a thorough and complex interpretation of the dataset is guaranteed.

The mean, median, and mode of the data obtained were computed using SPSS 21.0 to provide a deeper understanding of instructors' perspectives on Zoom as a medium for facilitating speaking activities in the classroom. The ratings encompass a spectrum from extremely unsatisfactory to highly satisfactory, denoted by a numerical scale of 1 to 5, where the lowest grade corresponds to the category of very poor. Based on the prescribed formula, the assessment interval is determined as follows:

$$Range = \frac{max. score - min. score}{range}$$

$$Range = \frac{5-1}{5} = 0.8$$

From the calculation of the range between classes obtained a value of 0.8. From these numbers, an interval scale can be made as follows:

Tabel 3.2
Criteria Interval Scale

Interval	Criterion
$1 < X \leq 1,8$	Poor
$1,9 < X \leq 2,9$	Less
$2,9 < X \leq 3,5$	Moderate
$3,5 < X \leq 4,3$	Good
$4,3 < X \leq 5$	Excellent

Source: Sugiyono, *Metode Penelitian Bisnis (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*

The calculated mean of X indicates that educators hold a generally positive view concerning the efficacy of Zoom in facilitating speaking activities. On the contrary, when the median is considered, a measure of central tendency is incorporated, thereby presenting a more intricate spectrum of opinions. The mode determines critical domains in which agreement or disagreement is present, illuminating features that could potentially have a significant influence on educators' perspectives. Through a comprehensive analysis of these indicators in addition, a complex awareness of the diverse viewpoints and attitudes becomes apparent, empowering us to draw perceptive conclusions regarding the implementation of Zoom for oral communication instruction among Forum Kampung Bahasa (FKB) Pare instructors.

In a general sense, the major findings can be examined by arranging the average scores in descending order. The researcher will synthesise the results of the closed-ended questionnaire by analysing the data provided. The ultimate stage entails the researcher's interpretation and derivation of conclusions from the analysed data, taking into account the responses to each criterion.

RESULTS AND DISCUSSION

Results

The researcher distributed a questionnaire to a total of 170 pupils. Four different perceptions on the usage of e-learning were covered by the closed-ended questions in the questionnaire. Prior to proceeding with the data presentation, the researcher provides an overview of the validity and reliability of the data. Before undertaking data collecting, the researcher completed expert validation.

Based on the findings of the Pearson Product Moment Correlation Statistic, it was determined that 24 out of the total 25 items were considered to be valid. Subsequently, the aforementioned 24 items were subjected to a reliability test. The reliability test determined that the questionnaire showed a high level of reliability, with a reliability coefficient of .913. Based on the outcomes of the validity and reliability assessment, the questionnaire of 24 items has been selected for the purpose of data analysis.

1. Descriptive Statistics on The Teachers' Perception on the Use of Zoom in Speaking Class in Forum Kampung Bahasa, Pare.

This section provides an overview of the findings regarding the first research question. To address the research inquiry, the subsequent section will present the findings of the descriptive statistical analysis.

**Table 4.1 Descriptive Statistic Result
Descriptive Statistics**

	N	Rang e	Minim um	Maxim um	Mea n	Std. Deviation
TP	170	76	44	120	98.6 0	12.359
Valid N (listwise)	170					

Table 4.1 presents a summary of the descriptive statistics derived from the data collected from 170 teachers regarding their perceptions on the utilization of Zoom in speaking classes at Forum Kampung Bahasa, Pare. The table displays the average value of teachers' perception of the utilization of Zoom in speaking classes, which is recorded at 98.60. The lower limit of the perception score is 44, and its maximum value is 120. The table additionally presents the standard deviation of the dataset, revealing a value of 12.359.

In order to assess the teachers' perspective on utilizing Zoom, a cumulative score is generated. This score is derived from a set of 24 elements. It spans a range of 24 (the lowest possible cumulative score, obtained by multiplying one by 24) to 120 (the highest possible cumulative score, achieved by multiplying five by 24). In order to get the range of scores, one has to subtract the lowest cumulative score from the most significant cumulative score. In this case, the range is calculated as 120 minus 24, resulting in a score of 96. The division of this range into three segments is justified by the presence of three distinct categories: high, mid, and low. The outcome of the calculation is 96 divided by 3, which is 32. The scores are classified into three categories based on the given interval: the low level ranging from 24 to 55; the medium level ranging from 56 to 87, and the high level ranging from 88 to 120. The range is observable in the table provided below.

Table 4.2 The Distribution of Teachers' Perception on The Use of Zoom

Interval of Score	Category	N	Percentage
88 – 120	High	145	85.3%
56 – 87	Medium	24	14.1%
24 – 55	Low	1	0.6%

Based on the findings in Table 4.2, the researcher categorized the instructors' perspectives on utilizing Zoom for instructional purposes in the speaking class into three groups. The category with the most minor frequency is teachers who possess a poor degree of perception. A modest 0.6% of instructors reported having a poor perception. Meanwhile, a notable proportion of the entire teacher population, precisely 14.1%, falls within the medium group, amounting to 24 teachers. Approximately 85.3% or 145 instructors are classified under the high group.

2. Teachers' Perception Responses on the Use of Zoom in Speaking Class in Forum Kampung Bahasa, Pare

This section serves to present the feedback received from instructors about the utilization of Zoom as a means to support speaking classes in Forum Kampung Bahasa, Pare. This section explores the several dimensions of perception examined in the present study, as outlined in the questionnaire. The questionnaire's findings are presented to instructors in the table below.

Table 4.3
Teachers' Perception based on Basic Knowledge Aspect

No.	Statements	Mean	SD	D	N	A	SA
1	Zoom allows me to switch back and forth between different types of teaching methods during my speaking course (i.e lecture, small group discussion, paired discussion, etc)	4.15	0%	1.8%	16.5%	46.5%	35.3%
2	I can manage class easily during speaking class using Zoom	4.22	0.6%	2.4%	20%	28.2%	48.8%
3	I use emoticon feature to ensure that my students are following my class	3.73	1.8%	9.4%	27.1%	37.1%	24.7%
4	I often use polling feature to provide students with an opportunity for practice and feedback for their speaking practice using the Zoom	3.74	4.7%	6.5%	27.1%	33.5%	28.2%
Mean		3.96					

According to Table 4.3, the assessment of instructors' impression of the effectiveness of Zoom in facilitating speaking classes at Forum Kampung Bahasa, Pare, is categorized as good based on the fundamental knowledge aspect (as indicated in Table 3.2, using the criteria of an interval scale). The average range of 3.7-4.3 in all questions assessing the fundamental knowledge element is due to including all such questions.

Regarding fundamental knowledge, the instructors believe that Zoom enables them to alternate between several teaching modalities during the speaking course (SA=35.3%, A=46.5%). Additionally, they see that by utilizing Zoom, they can easily control the class throughout speaking class (A=28.2%, SA=48.8%). Concerning the understanding of Zoom functionalities, it is possible to utilize the emoticon feature to ascertain the level of engagement exhibited by my students during the spoken instruction session. This assertion is supported by the survey results, which indicate that 37.1% of respondents Agree with this statement, while 24.7% SA. Additionally, the polling function may allow students to practice speaking and get feedback through the Zoom platform. The data indicates that 33.5% of participants agree, while 28.2% SA.

Table 4.4
Teachers' Perception based on Readiness Aspect

No.	Statements	Mean	SD	D	N	A	SA
1	I can easily move around the breakout room on Zoom to supervise my students in practicing or group-working	4.11	1.8%	2.4%	22.4%	30.0%	43.5%
2	I can do recording the meeting in Zoom	4.19	1.2%	4.1%	15.9%	32.4%	46.5%
3	I usually use Zoom's screen-sharing to present my teaching materials in my speaking class	4.38	0.6%	2.9%	11.2%	28.8%	56.5%
4	I often use breakout room in Zoom to facilitate my students practice speaking with their partners	4.11	0.6%	5.3%	20.0%	31.2%	42.9%
5	I build in pauses to allow students time to ask questions, whether by raising their hand or recording their questions in the chat box	4.13	0.0%	1.8%	21.2%	39.4%	37.6%
6	I can push messages to all breakout rooms at the same time to give new instruction about what to do for the speaking practice	3.99	0.6%	3.5%	28.2%	31.8%	35.9%
7	I am able to host meeting in Zoom to start my speaking class	4.34	0.0%	2.4%	14.7%	29.4%	53.5%
8	I prefer to present my speaking course details in the Zoom rather than send it via message (WhatsApp)	4.19	1.2%	1.8%	20.6%	30.0%	46.5%
Mean		4.18					

Table 4.4 presents the findings of instructors' perceptions of the effectiveness of Zoom in facilitating speaking classes at Forum Kampung Bahasa, Pare, specifically in terms of readiness. The results indicate that the degree of perception falls within the range of good to outstanding, as determined by the criteria outlined in Table 3.2, which utilizes an interval scale. The difference is that most readiness assessment questions are within the average range of 3.7-4.3, while questions 3 and 7 are in the higher range of 4.3-5.0.

Concerning the readiness factor, it is acknowledged by the educators that utilizing Zoom facilitates the instructors' ability to navigate the breakout room feature, hence enabling effective monitoring of students during practice sessions or collaborative activities (SA=43.5% Agree= 30%). Additionally, a significant proportion of participants (32.4% agreed and 46.5% strongly agreed) believe they can conduct recordings within the Zoom platform. Subsequently, most instructors employ Zoom's screen-sharing feature to exhibit instructional materials throughout their spoken communication courses. This practice is supported by 28.8% of respondents who agree and 56.5% who strongly agree. Additionally, breakout rooms are frequently utilized in the Zoom platform to enhance the opportunity for my students to engage in speaking exercises with their respective partners. This approach has garnered a positive response, with 31.2% of participants agreeing and 42.9% indicating

strong agreement. In addition, the instructors incorporate designated intervals within the instructional sessions to provide students with opportunities to seek clarification or pose inquiries. These opportunities can be accessed by physically raising their hand or utilizing the chat box feature to submit their queries. The distribution of responses indicates that 39.4% of participants agreed with this practice, while 37.6% strongly agreed. Additionally, there is a belief among participants that they possess the capability to disseminate messages simultaneously to all breakout rooms. This is done with the intention of providing fresh instructions pertaining to the activities to be undertaken during the speaking practice. The percentage of individuals who agree with this notion is 31.8%, while those who strongly agree account for 35.9% of the respondents. To the capacity to facilitate meetings, participants express their perception that they possess the capability to conduct meetings using Zoom as a means to begin their speaking class. Most respondents agree (29.4%) or strongly agree (53.5%) with this statement. Furthermore, a notable preference among participants is to deliver the information of the speaking course through the Zoom platform rather than transmitting it via messaging applications such as WhatsApp. This preference is supported by 30% of the respondents, accounting for 46.5% of the total participants.

Table 4.5
Teachers' Perception based on Easiness Aspect

No.	Statements	Mean	SD	D	N	A	SA
1	I can subscribe Zoom for a month without any doubt	3.88	3.5%	3.5%	25.3%	36.5%	31.2%
2	I can place my zoom account in every device I have and start meeting there	4.21	0.0%	4.1%	17.6%	31.8%	46.5%
3	Zoom allow students to wordlessly signal to the teacher that they have a question	3.96	0.0%	5.3%	24.7%	38.8%	31.2%
4	I can set up a regular class time on Zoom and guide students through remote teaching and learning activities.	4.19	0.6%	1.8%	17.1%	39.4%	41.2%
5	I think the update of Zoom really helps me to facilitate my English-speaking class	4.14	0.6%	4.7%	18.2%	33.5%	42.9%
6	I think Zoom have better quality to facilitate English speaking class compared to another platform	4.16	0.6%	2.9%	18.8%	35.3%	42.4%
Mean		4.09					

According to Table 4.5, the assessment of instructors' perception of utilizing Zoom for facilitating speaking classes in Forum Kampung Bahasa, Pare, is considered favorable regarding the issue of ease (as indicated by Table 3.2, utilizing the criterion of an interval scale). This phenomenon is because the questions assessing the element of ease exhibit an average score falling within the range of 3.7 to 4.3.

Regarding ease of use, a significant percentage of instructors (SA=31.2% Agree=36.5 %) express high confidence in subscribing to Zoom for a month without hesitation. Additionally, respondents believe they can install their Zoom account on several devices and initiate meetings on those devices (46.5% agree, 31.8% strongly agree). Next, they concur that it should be possible for pupils to indicate their questions to the instructor without using words (Agree=38.8%, SA=31.2%). Additionally, educators can establish a consistent schedule for virtual instruction using platforms such as Zoom, where they may effectively facilitate remote teaching and learning activities. This approach received

agreement from 39.4% of respondents and strongly agreed from 41.2%. Furthermore, the recent upgrade of Zoom has proven beneficial for teachers conducting English-speaking classes. This assertion is supported by 33.5% of respondents who agree with this viewpoint, while 42.9% strongly agree. A significant proportion of individuals (35.3% agree and 42.4% strongly agree) believe that Zoom, as a platform, offers superior quality for conducting English-speaking classes, compared to other platforms.

Table 4.6
Teachers' Perception based on Benefit Aspect

No.	Statements	Mean	SD	D	N	A	SA
1	Zoom improves my performance in teaching speaking using current technology	4.25	0.0%	2.9%	14.1%	37.6%	45.3%
2	Zoom makes me convenient in teaching speaking using digital platform	4.29	0.0%	1.2%	14.1%	38.8%	45.9%
3	It is easy to share speaking material though Zoom	4.29	0.6%	2.4%	13.5%	34.1%	49.4%
4	I think my students understand the material better when we have online speaking class using Zoom	3.98	1.2%	6.5%	19.4%	39.4%	33.5%
5	I think my students are active during online speaking class using Zoom	4.02	1.8%	5.9%	17.6%	37.6%	37.1%
6	I think my students are more productive during the speaking class using Zoom	3.95	2.4%	4.7%	18.8%	44.1%	30.0%
Mean		4.13					

According to Table 4.6, the level of instructors' impact of the utilization of Zoom for facilitating speaking classes in Forum Kampung Bahasa, Pare, is considered to be favorable based on the benefit aspect. This assessment is made in accordance with the criteria of an interval scale, as indicated in Table 3.2. The reason for the average range of 3.7-4.3 seen in the measurement of the benefit aspect is due to the inclusion of all relevant questions.

In relation to the element of benefits, it is widely acknowledged by educators that the utilization of Zoom, a contemporary technological tool, enhances the efficacy of teaching oral communication skills (SA=37.6% Agree= 45.3%). A significant proportion of respondents (38.8% in agreement and 45.9% strongly agreeing) perceive that Zoom offers convenience in facilitating the training of speaking skills through digital platforms. Subsequently, a consensus is reached among the participants, with 34.1% expressing agreement and 49.4% strongly agreeing, that the process of sharing speaking material over the Zoom platform is deemed to be straightforward. In addition, it is believed that students exhibit a greater comprehension of the subject matter while engaging in online speaking classes facilitated by the utilization of Zoom (Agree= 39.4%, Strongly Agree= 33.5%). Furthermore, it is believed by a significant portion of individuals (33.5% in agreement and 42.9% strongly agreeing) that the recent upgrade of Zoom has shown to be beneficial for educators in conducting English-speaking classes. It is also believed that students exhibit active participation during online speaking classes conducted using the Zoom platform, with a majority expressing agreement (37.6%) and a significant proportion indicating strong agreement (37.1%). Furthermore, it is believed by a significant proportion of individuals

that students exhibit higher levels of productivity during speaking classes conducted through the Zoom platform. This viewpoint is supported by 44.1% of respondents who agree with this assertion, while 30.0% strongly agree.

Discussion

The current study investigated the teachers' perception toward the use of Zoom Meeting Application to support English speaking class. The measurement was based on four main aspects, they were knowledge of the basic concept which includes Zoom definition and support in speaking class and being familiar with Zoom tools; Readiness which covers managing technology and integrating technology into the learning process; Easiness aspect which covered a simple technical support system and a time-saving feature and the headway of online learning; and the last aspect was benefits which covered the online system offers benefits for self-development and language and skill development can be achieved through the online system.

The finding revealed that only 0.6% of teachers who perceived low perception. Meanwhile, there were 24 teachers or 14.1% from the total of the teachers belonging to the medium category. The study revealed that most of the teachers or 85.3% of the teachers in this current research were categorized into high categories. The high level of the perception among teachers indicate that they are really facilitated in the use of Zoom to support speaking class. The study of Fitria (2020) revealed that use is the second most popular and helpful platform in teaching English. The teachers argued that Zoom is beneficial tools in teaching online and encourages students to be more active during the class.

The good outcomes of this study are depicted based on the findings obtained from the administered questionnaire. Regarding the fundamental understanding of concepts, it was determined that the instructors' perceptions were favorable. The average score was 3.96, indicating a classification within the excellent group. Concerning the fundamental feature of pedagogical knowledge, educators widely acknowledge that Zoom facilitates the seamless transition between various instructional approaches within the context of a speaking course. This sentiment is supported by statistical data, with 35.3% of instructors strongly agreeing and 46.5% expressing agreement with this notion. A notable proportion of participants (76.8%) expressed agreement or strong agreement (Agree= 28.2%, SA= 48.8%) with the notion that they could effectively handle classroom dynamics in the context of a speaking lesson conducted through the Zoom platform. With an understanding of Zoom functionalities, employing the emoticon feature to ascertain my pupils' engagement during the spoken instruction session is possible. This assertion is supported by the survey results, which indicate that 37.1% of respondents agreed with this statement, while 24.7% strongly agreed. Additionally, the polling function may allow students to practice speaking and get feedback through the Zoom platform. This perception is supported by an agreement of 33.5% and a firm agreement of 28.2%. According to Nadezhda (2020) study, Zoom provides English teachers with several avenues to effectively convey their course knowledge. English educators have the opportunity to enhance their students' comprehension and skills by utilizing Zoom's screen-sharing feature. This enables them to facilitate the exchange of captivating educational resources, including movies, articles, and presentations. English educators can foster innovative questioning techniques among students, enabling them to evaluate their academic progress during instructional sessions and post-lesson reflections.

Educators may also encourage critical reflection on their courses through video recording and subsequent distribution of a concise clip.

The next aspect is readiness. The finding revealed that the teachers' perception on the of Zoom in speaking class was categorized as good category since the mean score gotten was 4.18. Regarding to the readiness aspect, the teachers agree that Zoom allows teachers to easily move around the breakout room on Zoom to supervise students in practicing or group-working (SA=43.5% Agree= 30%). They also think that they are able to do recording in the Zoom (Agree= 32.4%, SA= 46.5%). Next, they usually use Zoom's screen-sharing to present my teaching materials in my speaking class (Agree= 28.8%, SA=56.5%). Moreover, they often use breakout room in Zoom to facilitate my students practice speaking with their partners (Agree= 31.2%, SA= 42.9%). They also build in pauses to allow students time to ask questions, whether by raising their hand or recording their questions in the chat box (Agree= 39.4%; SA= 37.6%). They also think that they can push messages to all breakout rooms at the same time to give new instruction about what to do for the speaking practice (Agree=31.8%; SA= 35.9%). Regarding to the ability to host meeting, they percept that they are able to able to host meeting in Zoom to start my speaking class (Agree=29.4%; SA= 53.5%). Next, they also prefer to present the speaking course details in the Zoom rather than send it via message (WhatsApp) (Agree= 30%; 46.5%). Regarding to teacher's readiness, Cheung (2021) concludes that The veteran teacher and his students have aptly showcased how the affordances of ZOOM can be maximized to promote and sustain teacher-student and student-student interaction. It is essential that these exemplary practices be documented, so that they can serve as a prototype for language teachers to base upon in their online lessons. However, Ersin et al., (2020) report that During the COVID- 19 pandemic, reports found that teachers throughout the world were having issues with technology integration and classroom engagement in online classes. Although English teachers are allowed to complete a number of technology-related courses as part of their four-year teacher education programs, the online education experience during the COVID-19 outbreak demonstrated that technology implementation and material preparation for online courses should be included in all courses in the existing service.

Another advantageous component is the ease of use. The findings indicated that instructors favored the ease feature, as evidenced by a mean score of 4.09. Regarding ease of use, many instructors (SA=31.2%, Agree=36.5%) expressed confidence in subscribing to Zoom for one month. Additionally, respondents perceive that they can install their Zoom account on several devices and initiate meetings on those devices (46.5% in agreement, 31.8% strongly agree). Subsequently, an arrangement is reached among the participants, indicating that using a specific mechanism enables pupils to communicate their inquiries to the instructor non-verbally. This agreement is supported by 38.8% of the respondents, while 31.2% strongly agree with this notion. In addition, educators can establish a consistent schedule for virtual instruction using platforms such as Zoom, facilitating remote teaching and learning activities. This approach has garnered agreement from 39.4% of respondents, with 41.2% expressing strong agreement. The respondents also believe that the recent upgrade of Zoom has shown to be beneficial for teachers in facilitating English-speaking classes. This sentiment is supported by 33.5% of respondents who agree with this viewpoint, while 42.9% strongly agree. There is a prevailing belief among individuals that Zoom offers superior quality in facilitating English-speaking classes compared to other platforms. This viewpoint

is supported by 35.3% of respondents who agree with this assertion, while 42.4% strongly agree. The use of Zoom becomes advantageous for educators in facilitating remote instruction. Zoom, a video conferencing tool, facilitates the establishment of real-time communication between students and professors (Monica & Fitriawati, 2020). According to the study conducted by Hamarsha and Bsharat (2020), educators have observed favorable outcomes associated with using these devices to improve the instructional experience and enhance students' personal engagement. The Zoom platform, with its distinctive features, enables students to actively participate in courses at their convenience and facilitates the establishment of regular classes. Furthermore, it supports educators in guiding learners through remote teaching and learning procedures.

The last aspect pertains to the benefits. The results of the study indicated that the teachers held a positive impression of the benefits of using Zoom, as evidenced by the mean score of 4.13. In relation to the element of benefits, it is widely acknowledged by teachers that the utilization of Zoom, a contemporary technological tool, enhances performance in the instruction of oral communication skills (SA=37.6% Agree= 45.3%). A significant proportion of respondents (38.8% agreeing and 45.9% strongly agreeing) perceive that Zoom offers convenience in facilitating the training of speaking skills using digital platforms. Subsequently, a consensus is reached among the participants, with 34.1% expressing agreement and 49.4% indicating strong agreement, on the ease of sharing speaking material over the Zoom platform. In addition, it is believed that students have a higher level of comprehension of the subject matter while engaging in online speaking classes through the utilization of Zoom (Agree= 39.4%, Strongly Agree= 33.5%). A significant proportion of individuals (33.5% in agreement and 42.9% strongly agreeing) hold the belief that the recent upgrade of Zoom has shown to be beneficial for teachers in effectively conducting English-speaking classes. It is further believed that students exhibit active participation during online speaking classes facilitated using the Zoom platform, with a majority expressing agreement (37.6%) and a significant proportion strongly agreeing (37.1%). In addition, it is also believed that students exhibit higher levels of productivity during speaking classes conducted through the Zoom platform. This viewpoint is supported by 44.1% of respondents who agree with this statement, while 30.0% strongly agree. According to Nurieva and Garaeva (2020), educators have expressed that Zoom is more suitable for virtual classrooms compared to platforms like Skype due to its dependable connection, high-quality video and audio, and greater availability of resources. One of the perks of using Zoom is the ability to engage in simultaneous screen sharing, utilize virtual backgrounds, access active speaker view, share workspaces and applications, engage in private and group chat, utilize the "Raise hand" feature, and participate in breakout rooms. According to scholarly discourse, the utilization of the Zoom platform for remote learning of foreign languages purportedly facilitates the development and enhancement of students' linguistic proficiencies.

According to Nadezhda (2020), the utilization of Zoom's functionalities allows English teachers to effectively examine and evaluate the four competences by means of interactive engagements with medical students. In addition to the feature of screen sharing, Zoom provides English instructors with the capability to annotate their shared screen, enhancing the dynamism of their instructional sessions. English teachers have the option to store their courses either on the Cloud or locally. Similarly, medical students are able to record their

lessons and have the flexibility to toggle the recording feature on and off, as long as the instructor grants permission. Educators have the ability to capture and subsequently review instructional sessions in order to evaluate the proficiencies and deficiencies of medical students. Additionally, learners have the opportunity to engage in self-assessment by viewing these recorded sessions. Students have the opportunity to review the recorded classes as a means of assessing their progress over a period of time. In addition, English educators have the ability to assess the progress of medical students by sharing the recorded instructional sessions with a trusted colleague in the field of English and requesting valuable feedback.

CONCLUSION

This research investigated the perspectives of educators regarding the utilization of the Zoom Meeting Application as a means to assist English-speaking classes at Forum Kampung Bahasa, Pare. The research project encompassed four primary facets: familiarity with basic concepts, readiness, usefulness, and advantages. The results highlight a substantial degree of favorable opinion among educators, as 85.3% rated it highly, 14.1% rated it moderate, and a mere 0.6% rated it poorly.

The findings of the exhaustive analysis indicated that educators held positive views regarding all aspects. Instructors displayed an excellent comprehension of the functionalities of Zoom, which enabled them to move effortlessly between diverse instructional approaches. Furthermore, the readiness component emphasized the instructors' abilities in applying Zoom functionalities, including screen-sharing, conference rooms, and recordings, to enhance the virtual instructional encounter.

The instructors expressed confidence in subscribing to Zoom and utilizing its features across multiple devices, demonstrating the software's notable ease of use. The recent enhancements implemented in Zoom were positively received, therefore supporting its perceived advantage over alternative platforms in facilitating English-speaking classes.

The advantages of utilizing Zoom were seen in the favorable outcomes observed in online classes, including improved instruction of oral communication skills, simplified material sharing, enhanced student comprehension, and enhanced student engagement and productivity. These results are consistent with the wider discussion regarding the efficacy of Zoom in the field of language education, further validating its status as a valuable instrument for remote instruction.

Therefore, this research offers significant contributions by examining the favorable perspectives of educators regarding the efficacy of Zoom in facilitating English-speaking courses. Insights into particular attributes and advantages, in addition to the considerable degree of satisfaction, contribute to the continuous discourse surrounding the use of technology in language instruction. With the ongoing adaptation of educators to changing teaching environments, this study further emphasizes the importance of platforms such as Zoom in facilitating engaging and effective language instruction.

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