

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool for the people all over the world to communicate each other. Communication is the activity or process of expressing ideas, feelings, purposes, thoughts, emotions, and also giving information. Human can communicate orally. Every human uses language to communicate. There are many languages in this world one of them is English language. In learning English as a foreign language, students are expected to achieve the four basic skills namely: reading, listening, speaking, and writing. Students should be able to master the four language skills. This expectation needs analysis of how they think in English, especially in speaking. Speaking is also called a productive skill. Everything which has been read and listened to can be expressed through speaking. By speaking, people can explain what they had been read and listened so that everyone can understand.

That's why, people need a good education. This can be supported from the strategy of teaching even the media or tool that used by the teacher. Education is one of very important that which teach individual, community, society even country about how to maintain a mentality to face the problems, defiance, current development, that comes in the world. Education is the foundation for a country in determining the progress of a nation. In education, there are some subjects that teach inside. They are mathematics, sociology, biology, English etc. English language is the subject that teach in some countries even Indonesia.

English language is an international language which is mean this language able to use by all countries even when they are in the foreign country. A country is able to do a business such as

export and import and also to introduce Indonesian cultural. Of course, this is one of the things to consider that English must be taught correctly to students. Because students is the next generation of this country. Technology development has important in improve and participate in providing direction of the world of education. Technology development for today (internet) providing a new paths in teaching. Because of the writer ' statement above teaching need in achieving the goals of online learning to help teacher in teaching online process so that teacher and student able to get what the curriculum 13 expected in the goals even in pandemic covid 19 era.

The writer awares that, in the teaching English skill teacher need an efforts to support the learning process run well especially for a speaking skill. Because of that teacher and students need media such as video conference to help teacher and students able to make speaking well, so process of teaching English speaking skill will be more effective. Teaching speaking is not easy to teach in to students, because teacher needs to listen and see directly the way students' speak up about the word even sentences. The students are bored to learn in the home more over the material I just send by using media without any explanation like using video conference.

Speaking is identified to be difficult to learn, where as speaking is very important in human life. by speaking, people can communication with other someone usually face some troubles interaction like they cannot produce their ideas, arguments, and feeling communicatively. One sometimes can understand what others say but they are not able to communicate it. This may happen because of low practice, low motivation, less of communication competence and also self confidence. Ideally, if one could understand an expression should be able to produce it.

This problem also happened when the writer did her Program/ Practice Field Experience (PPL) at SMP Gajah Mada Medan long time ago the teacher only use Whatsapp by send material even for teaching speaking without teach the way students speak up and make a simple conversation. The students said that it was so bored in speaking session. It is because the students found difficulties in the pronunciation even for to know the new vocabulary when students sent a record to the writer because there is no explanation for them about that Consequently, they got low score on the speaking.

In terms of speaking, teacher should also be concerned about the micro skills. One of the micro skills is pronunciation. The aspects of pronunciation that can be taught consist not only the segmental features like how to pronounce vowels and consonants but also the supra segmental features such as rhythm and intonation. Students who cannot pronounce well and cannot express what they intend may lose their confidence.

The teacher of speaking must have any strategies such as using a new media like video conference to help teacher more effective to teaching students speaking skill. The writer aware that the teaching learning online will be more effective if the teacher able to make use of media as a container in teaching speaking skill and the success of teaching learning online is not evaluated from the contents of material that prepare by teacher but how the process of deliver the material to the students, so they able to understood about teacher explanation about the material.

There is media in teaching that use in learning process that is online media that is Zoom Cloud Meeting (ZCM). Zoom Cloud Meeting is an application which use as a media for distance communication by using video conference, conversation, online meeting and cellular collaboration. Zoom Cloud Meeting able to intercept 100 participants. That the using of video conference it will help the learning carried out, because teacher will be directly involved with

student. By using Zoom Cloud Meeting as the media of technology the teacher and students can talk together and make conversation by using audio and video that able to help teacher easy to teach students in speaking skill by face to face even though not be close to teach other. however, make students easy understood what teacher means about the material.

It can be concluded that Zoom Cloud Meeting Application is a suitable media in teaching speaking. This media requires students to be active and ready at all because they can see face to face even not close to each other. this media also gives the students opportunity to speak freely, so they can ask or answer the question based on their own words. In addition, this media also can improve the students self confidence and responsibility because they are trained to speak in front of their friends and have a participation in the learning process. The statements above indicate that by using Zoom Cloud Meeting in teaching speaking in the pandemic covid 19 era, the students will be more effective to speak in English and help them to get good score in speaking class.

Based on the reasons above, the researcher is interested to do the research about Improving Students' Speaking Skill by using zoom Application at Eight Grade in SMP Gajah Mada Medan During Pandemic Covid-19, so that researcher can apply and know Pronunciation students' ability in speaking.

1.2. The Problem of the Study

Based on the background above, the problem is formulated as following “Does zoom cloud meeting improve on speaking skill of the eight grade students of SMP Gajah Mada Medan? “

1.3. Objective of the Research

The objective of the study is to find out whether there is improvement in students' speaking skill by using zoom at eight grade of SMP Gajah Mada Medan.

1.4. The Scope of the Study

This study only focuses on Zoom Application for speaking skill practice of eight grade students at SMP Gajah Mada Medan. Harmer (2007: 343) states that speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and comprehension. The writer will focus on speaking skills by using the zoom application. In terms of speaking, teachers should also be concerned about the micro skills. One of the micro skills is pronunciation. The researcher and the teacher agreed to limit the problem into the pronunciation teaching. The researcher and the teacher give feedback. So that in teaching speaking skills, in this research focused on micro skills, namely Pronunciation.

1.5. Significance of the Study

The study is expected to use for other people especially about the use of zoom application to improve students speaking skill during pandemic covid-19. There are two kinds of the significances of this study, they are:

1. Theoretically

the research finding of this study is expected to the user to enrich their knowledge about speaking skills by using the zoom application.

2. Practically

The findings of this study are expected to be useful for:

- a. English Teachers; this study is valuable for English teachers to improve the students' ability in speaking skills by using zoom. Hopefully, the teacher can improve the students' ability in speaking skills.
- b. Students; this study is hopefully can give advantages for students. They can write well after they can speak by using zoom.
- c. Institution (school); the result of this study is hoped to be valuable for school to develop and encourage the student's ability in speaking skill by using zoom.
- d. Researcher; this study hopefully gives the knowledge about speaking skill by using zoom and as the reference to the other researcher to improve students' ability speaking skill by using zoom application.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting research, theories are needed to explain some concepts or terms which are applied in this research. Some terms in this study and need to be theoretically explained. Thus, the following explanation is aimed toward a clear explanation.

2.2. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. which speaking is being an important skill for communication. Through speaking, one can present phrases and can directly present ideas verbally. The researcher that speaking is the way how to make communication to another people, to get some information about whatever to explain something and they convey meaning.

According to Harmer (2007) state, there are three main reasons for making students speak in class. First, speaking activities provide training opportunities – opportunities to practice speaking to real life in a safe class, Second, speaking assignments where students try to use one or all of the language, they know provide feedback for lecturers and students. And Third, the more students have the opportunity to activate the various elements of the language they have stored in their brains, the more their use of these elements will automatically.

According to Brown (2004:142-143) state that students need to understand the micro and macro skills in speaking. The macro skill is producing small chunks of language for instances, morphemes, phonemes, words, collections, and phrasal units. that skill plays at sentence level which focuses on the form of the ability in producing sentences. According to Thornbury in Jodih Rusmajadi (2010:55) state speaking skill needs to develop and practice independently of grammar curriculum. This means that speaking has to develop and practice independently in the object of communication. It is a life skill that has to discuss. It produces thoughts, request, and ideas which can use in communication. While factors from the teacher are the teacher teach focus on grammar. Real speaking needs a short time to speak. It is very difficult to remember Grammar because English Grammar is very complex. So, some students hate English. Ideal English classrooms should be enjoyable and learning methods should be fun, so students feel enjoy during the teaching-learning process. On contrary, most students still consider that English

is a difficult lesson, especially in speaking skills. In junior high school, English becomes one of the subjects in the national examination. Thus, students must study hard about speaking in an important element in English learning.

According to Kosar & Bedir (2014) state, speaking is an interactive process of constructing meaning that consists of producing and receiving information. Speaking is a difficult subject for learners. The learners are difficult to express their thinking and they are not confident enough to express their ideas verbally. Also, speaking is a productive skill of language learning. It should be taught in any language learning to make the learners able to use the target of language to communicate. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

According to Dahlan (2011:8) state that encouraging teacher for participating students in all problems oriented and help them to research many kinds social and intellectual problem in order students can solve their problems and they can experience to learn more. Speaking is a skill that deserves attention every bit as much as literary skills, in both first and second language. to most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. speaking in a second language or foreign language has often been viewed as the most demanding of the skills. When attempting to speak, learners must thoughts those ideas in the vocabulary and syntactic structures of the target language. People can define speaking as the way to carry out our feeling through words, conversation with other. speaking is also used to communicate as by talking, making a request, to make a speech. It means that they always use it in their life because without speaking they will be dumb and never know everybody's means.

According to Paez and Rinaldi (2006) explain that master good speaking skills, because students can communicate their ideas, both in class and with foreign speakers, and maintain good relations with others. These skills are closely related to pronunciation, grammar, vocabulary, and discourse. It is often spontaneous, open, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified. As we know that speaking or oral ability is specific ability to give a speaker chance to express ideas and opinion with other.

According to Richards (2008:16) state that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. Ideal English classrooms should be enjoyable and learning methods should be fun, so students feel enjoy during the teaching-learning process. On contrary, most students still consider that English is a difficult lesson, especially in speaking skills. In junior high school, English becomes one of the subjects in the national examination. Thus, students must study hard about speaking in an important element in English learning.

Sari (2019) explains that speaking English well helps students access up to update information in fields including science, technology, and health. Speaking is part of the language skills which is important for language learners to be developed. This is true because speaking skills include many complex aspects, such as (1.) fluency (smoothness of flow in which sounds, syllables, words, and phrases are joined together when speaking), (2.) pronunciation (the way for students to produce clearer language when they speak), (3.) grammar (the rule of study of language inflection), (4.) vocabulary (the words used in the language), (5.) comprehension (the ability to understand the speaker's intention and general meaning).

Duong (2014:86) says that speaking is important to aspect speaking such as grammar, fluency, accuracy, vocabulary, and pronunciation. Speaking as one of the four language skills is an important aspect of language.

Based on the definition above, the writer argues that speaking is one of the English skills that gives information from the results of people's perceptions and to practice or presentation how to make ideas to create a process of speaking and speaking can also make people express their thinking through conversation. speaking is not an easy skill for people, especially for students in Junior High School. English school's curriculum, the objectives of speaking in junior high school students were expected to express the content of a conversation, and through a speaking activity, the students can develop their thinking knowledge and their English ability such as grammar and vocabulary.

If students have speaking questions, they can use this objective to answer them while also creating something. As a result, speaking skills must be mastered by students because they can be used to express ideas, feelings, and communicate with others in socialization or education.

2.3. Importance of Speaking

Speaking skill is a thing to be mastered when people learn English because speaking is a process of constructing meaning, it covers almost all of the language components. Through speaking, someone can express their minds, ideas, and thought freely and spontaneously. In addition, the purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in the teaching-learning process even in their daily life.

Based on the definition above the writer argues speaking is very important for many people because it makes our thinking and learning visible and permanent, it preserves our ideas and

memories, it can be motivation for readers, it can know about the information that we can share with the readers through speaking, and it can also be used to exercise our grammar, vocabulary, and other skills so that we can arrange sentences in English.

2.4 Types of Speaking

A spoken language has several forms which are also important to be covered in the language course. Brown (2004:39) says language teaching is devoted to instructing mastering English conversation. He classifies the types of oral language as monologue and dialogue. The monologue is a type of spoken language, when one speaker uses the language, as in speech, lectures, readings, and news broadcast, the listeners must process a long stretch of speech without any interruption and the stream of the speech will go on whether or not the listener understands.

Besides, dialogue involved two or more speakers. As the researcher said before, dialogue can be divided into transactional which is concern with the transfer of information, and interactional which has the primary purpose of maintaining social relationships. From the explanation above, the writer assumes that speaking is a process of building and sharing meaning, in which thought and knowledge is used to express what people would deliver and communicate in different situations. In speaking, several aspects must be dealt with and it could be a reference to assess the speaking activity. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listeners will understand.

According to Brown (2000: 255) has state five types of speaking. They are:

1. Imitative

At the end of a continuum type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. Intensive

A type of speaking frequently employing assessment context is the production of short stretches of oral language designed to demonstrate competence in the narrow band of grammatical, phrase, lexical or phonological relationship (such as prosodic elements into intonation, stress, rhythm, or juncture).

3. Responsive

Responsive assessment task includes interaction and text comprehension but at a somewhat limited level of very short conversation standard greetings and small talk, simple requests and comments, and the like and dislike.

4. Interactive

The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants.

2.5. Aspects of Speaking Skills

In speaking, some aspects must be fulfilled by the learners. It can be used as a measurement of whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary, and pronunciation.

The description is as follows according to Brown (2001:406-407):

a. Fluency

It refers to one able to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

b. Comprehension

Comprehension is a student's competence to comprehend all of the speaker's says to them.

c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily speak English well.

d. Vocabulary

Vocabulary is the basis of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our minds. Vocabulary is about the choice of a word that is used appropriately based on the context of speaking.

e. Pronunciation

Based on the definition, pronunciation is an important component of language. Therefore, it is necessary if the students have good pronunciation because if they have good pronunciation so their speaking will be understandable.

2.6. Teaching Speaking Skill

In this part, the researcher teaching speaking skills, a teacher should know about it because teaching speaking skills will be different from teaching another skill. Thus, in teaching speaking, the teacher needs to use relevant and engaging material, to increase students' self-esteem and to make them conscious of their need for identity. As mentioned earlier, many

techniques, activities, and media can be used to develop the speaking ability of Junior high school students.

According to Razduan (2018) stated that the speaking skill for foreign learners is often difficult to understand especially when it becomes moral. This problem can be solved by practicing dialogue in the classroom. Which teaching English to junior high school students need to develop and they can get skill well. One of them is applying the role-play technique in the teaching and learning process. Teaching speaking means teaching how to the language for communication. For transferring ideas, thought, or even feeling to other people.

So, it is clear that language is very important. We cannot only teach what will be spoken but also a situation that will deal with the teacher teach speaking by carrying out the students in a certain situation concerning the topic discussed. For example, the topic is about “introduce myself” hence the teacher carries out to involve the students’ activities in this situation. The topic must be a. Familiar (well known from long or close association) to the students so that b. The ideas (a thought or suggestion as to a possible course of action). Organizations (an entity comprising multiple people, such as an institution or an association that has a collective goal and is linked to an external environment) are clear and the learners have oral commands. c. oral commands of the language (the primary goal in small classes, while grammar and the written aspects are not neglected) need to describe the topic.

2.7. Criteria of Good Speaking Skills

In teaching speaking, teachers need guidance to make sure that their teaching can be measured. It is important due to the assessment of speaking. As the spoken language, speaking has several aspects that should be followed by the students. The first aspect is accuracy and fluency. To achieve perfect communication, students need to be trained to speak accurately and

fluently. While fluency deals with the ability to speak without having to stop and to think, accuracy is defined as speaking without grammar errors.

Both fluency and accuracy are needed by the students to speak like a native speaker. In brief, fluency becomes the initial goal in language teaching which means that fluency is needed to be the symbol of automaticity in learning the language. The accuracy is achieved to some extent by allowing students to focus on the element of phonology, grammar, discourse, in their spoken output. There are some different activities for fluency and accuracy.

The activities on fluency reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, unpredictable language production, and seek to link language use to context. Meanwhile, the activities in accuracy reflect classroom use of language, focus on the formation of correct examples of language, practice language out of context, practice small samples of language, do not require meaningful communication, and control choice of language. Fluency means the students can get the message across with whatever resources and abilities they have got regardless of grammatical and other mistakes.

Fluency will improve if the teachers create an activity that requires the students to negotiate to mean, use communication strategies, and correct misunderstanding. In fluency activities, the students should not be corrected. However, in feedback afterward, the teacher can give comments and any strategies for students used to increase their fluency. It can be concluded that language learners need to master the aspect of speaking mentioned before.

So, the learners can master the target language and deliver the intended message effectively. Many activities can be done to help the learners master both of the aspects. The second aspect is pronunciation. Pronunciation is very important for the students. To speak

English students, need to be trained how to speak like the native speaker. It is important to make the purpose of communication achieved.

The goal of English pronunciation should focus on clear and comprehensible pronunciation. Several factors influence the learners' pronunciation. Native language is the most influenced factor that affects a learner's pronunciation. The students can train the pronunciation by making a habit of getting language. It concerns how often they use the language. For example, if they live in English speaking country, it will give them high exposure that will impact their pronunciation. The explanation above implies that speaking is not simply expressing something orally. Some aspects need to be acquired by the students to have good speaking skills. The aspects will help the students achieve the goal of learning the language.

The researcher hopes that conversation on Pronunciation the way can help students to speak English because students will be easier to say when they see. The researcher will make this activity more attractive and make students get enjoyable in the class.

2.8. Definition of Zoom Application

Zoom Cloud Meeting (ZCM) is application in the form of a video conference that functions to connect one person to another with audio-visual assistance in delivering material in forum discussion in Zoom Cloud Meeting (ZCM). Zoom is an application made by billion are Eric Yuan, which has released in January 2013. In addition to applications, Zoom can also be accessed through the website, both for Mac OS, Windows, Linux, and Android.

Zoom cloud meeting is application that support by internet to enable teacher and students enter the room meeting. This application makes long distance more practical, efficient and many features that make online learning more convenient. According to Pratiwi, Afandi, & Wahyuni (2000) state zoom cloud meetings is a very useful alternative application for a virtual meeting to

facilitate communication with many people without making direct contact and be able to support learning need now digital era. Zoom Cloud Meeting that learning online is materials which develop through internet such as website, text, audio, visual, multimedia and video that save as digital through weblog that able to access whenever and wherever. The log also has a room space or online discussion which involve all the students.

In addition, work from home (WFH) is a recommendation from government in order to minimize contact between communities. Zoom is an application that can conduct remote conferencing by combining video conferencing, online meetings, message suits most adults students better that conferencing as audio, and video makes it a necessary for students to observe schedule seminar times, which many jobs, and family situations do not allow. Computer seminar can, on the other hand, will be a synchronous that is allow students to make their contribution at any time that suits them within a defined period Zoom application is widely used as a medium if long distance communication. In education field, school and campuses are closed. Then the learning is replaced by doing e-learning. The presence of the Zoom application will help facilities long distance relationship Undang–Undang Republik Indonesia Number 20 in 2004 about education national system which emphasizes on three aspects, namely : (1) distance education can be implemented for all fields, and types of education, (2) distance education has a function to give learning service for the societies who are not able to learn face to face, (3) distance education implemented in all shape, and all branch which support by facility and learning service and education which ensure all graduation based on national standard.

According to Guzacheva (2020) state that zooms facilitate discussion between lecture and student with direct communication through video conference which is support by zoom features such as raise hand and group messages.

As for the steps use of the applied zoom during learning as follow:

1. First, the teacher allows students to download the zoom application. Can be used via a smartphone, laptop, or computer.
2. Second, after download students will be given an ID to enter the meeting.
3. Third, after being given an ID the student can select join or join a meeting.
4. The four, once enter into the student ID they can join immediately.

Learning through zoom more effective learning, because the source argues zoom provides different features from other applications. One of its features often use is schedule meetings and share documents for the slide presentation. In addition, there is a chat feature that can be utilized when learning takes place. Zoom be the perfect solution during this covid 19 pandemic.

According to Firman (2020) states that were students feel more comfortable asking questions and express opinions in class which is carried out online. Learn from home making them feel comfortable that they usually feel when studying with friends in class which is carried out face to face.

2.9 The Advantages of the Zoom Meeting

1. HD video

The first advantage of this application created by Eric Yuan is that it provides high video quality. the researcher can enjoy viewing via cellphone or PC in clear and HD. That way, you can listen to videos more clearly.

2. Safe Mode feature

This feature helps users who are on a trip or when experiencing certain conditions. So that users can stay safe when attending meetings and avoid various kinds of dangers.

3. Easy to Invite Friends

When using this meeting application, users can easily add friends to the virtual meeting room. This can be done via invitation or a link to Whatsapp. You can also directly add friends who are in your contacts into a virtual meeting room.

4. Provide Cloud Services

Cloud is a cloud storage feature and has been used in various applications. Zoom is also not left behind to add these cloud storage features. So, you can save various videos that have been watched in the cloud.

5. Supports All Platforms

Some meeting applications may have limitations in terms of platform access, but the zoom is different. This is because this application supports various platforms as a medium, such as Android, Windows, and others. This allows users on different platforms to connect and communicate with each other.

2.10 Disadvantages of the Zoom Meeting

1. Wasteful of Data Quota Usage

Wasteful use of data quota is one of Zoom's shortcomings which has become a public secret in general. How not, Zoom access which is so wide allows the use of internet data that is getting bigger. So, it is recommended that you provide sufficient internet data. Or if necessary, use an un-limited quota that has unlimited data access. But keep in mind, the use of wasteful data depends on each individual. So, there is no need to think equally for everyone. It's good for

Zoom users to use this technology as wisely as possible. If using message space is still quite possible. Maybe Zoom can be the next choice if you want to meet directly from a distance.

2. Indonesian language is not available

The Zoom Cloud Meeting application uses English in it, so it will be quite difficult for those of you who don't understand English. But this is not a serious problem, because with Google Translate you can understand English sentences well.

2.11. Previous of Research

The use of zoom in teaching speaking has been investigated by some previous researchers, especially to improve the speaking skills of the students. English is an international language in the world, so people need to learn the language. by learning English as a second language, students are expected to absorb and keep the students with the development of science, technology, and art. the four language skills, namely: listening, speaking, reading, and writing.

Speaking is a very important skill because it is one of the abilities to carry out a conversation in the language by mastering speaking skills, the learners can carry out a conversation with other ideas and change the information with an interlocutor. The researcher conducted her research using zoom can make the teaching-learning process enjoyable, fun, and their courage improved and user based on the journal using zoom can improve the Student speaking skill. This conversation using zoom can make the class enjoyable to learn.

The first previous study is Rahman (2013) a journal entitled “Improving Speaking to Junior High School Students”. The journal uses Anggareni and Wulanjani's (2017) theory in this journal, the research used speaking skills as technology provides eases to education. This journal used classroom action research. The purpose of this study is to find out the use of zoom to Teach Speaking to Junior High School. Meanwhile, this study is “The use of zoom application to

improve students' speaking skill at eighth grade in SMP Gajah Mada Medan during pandemic covid-19" this study has similarities to the first previous study because both of study discuss speaking skill in conversation. and Gani, Fajrina, and Hanifa (2015:20) journal with this study are to find out define language to express, thoughts, ideas, and feeling and five aspects to improve Speaking skill in daily activities and both of the study applies to Junior High School Students The differences of the previous study with this study is this study will analyze in pandemic covid-19 meanwhile in the previous study the data took before coronavirus pandemic.

The second previous research of this study is Anne Burns' (2012) theory meanwhile this study will use Elli's (2008) theory, practice the language frequently and context the students struggle to develop speaking skill-based role-playing in zoom. which technology Zoom for students to support material online learning is the right solution to solve student speaking problems at school. As one of the communicative using zooms is related to helping the teaching-learning process in speaking class with joy, fun, and without having stress. The writer will use this journal as a reference to find the use of conversation to improve students speaking skills.

The third previous study "Improving Speaking Skills through Small Group Discussion using Zoom of Senior High School". The study is used Antony's (2014:56) theory to find out Improving Speaking Skills through Small Group Discussion of using Zoom. This study used experimental qualitative as a research design. The similarity of this previous study to the study is the using factors affecting students as the technique. The difference between the previous study to this study is the theory used.

The four previous study used Luoma's (2004) theory meanwhile this study use Nunan's (2001) theory. The subject in the previous study is process speaking that involves producing, receiving, and information, meanwhile in this study the subject is the seven grade of Junior High

School. meanwhile, in this study, the research design is classroom action research. The writer will use this study as a reference to find the use of zoom to improve students speaking skills.

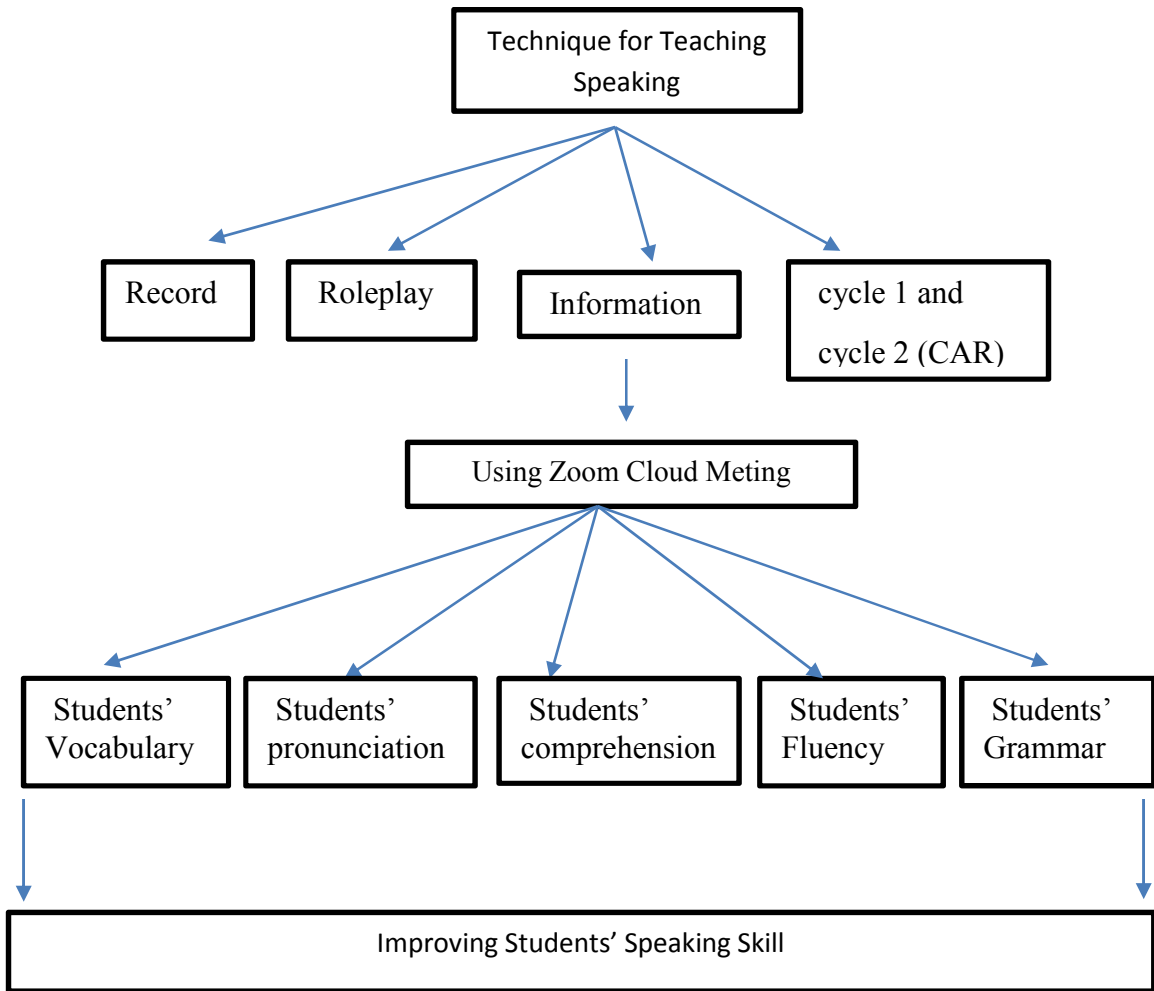
Meanwhile, this study is “improve students’ speaking using zoom at eighth grade in SMP Gajah Mada Medan during pandemic covid-19” this study has similarities to the previous study because both of study discuss speaking skill in conversation. The differences of the previous study with This study will analyze in pandemic covid-19 meanwhile in the previous study the data took before coronavirus pandemic.

2.12. Conceptual Framework

Speaking is a communicative activity that involves more than one participant in order to gain information. By speaking activity, people share their ideas, feeling, and intention in daily life. speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts. Speaking comprises mastering not only one ability but some integrated abilities like grammar, accent, vocabulary, comprehension, and fluency.

Many media are available to be used to teach and improve students speaking skill. One of the most ideal media is Zoom Cloud Meeting. For students, most of them enjoy this media in learning process since they like it when studying is conducted through playing which avoid bored.

Figure 1.1 Conceptual Framework



CHAPTER III

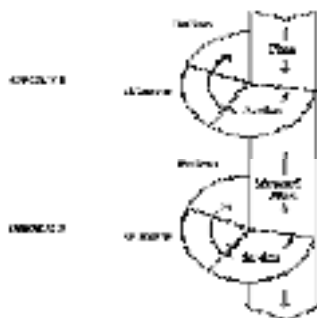
RESEARCH METHODOLOGY

3.1. Research Design

The research design in this studied would be Classroom Action Research. This research deals with improving students' speaking skills by using Zoom. The English language is one of the most difficult skills to be mastered by the students. The research mainly deals with scores since to find out whether there is an improved in the students' speaking skills or not, the observer compared the result of the test.

The main aimed of action research is to identify a problematic situation or issue that the participants who include teachers, students, managers, administrators, or even parents consider worth looked into more deeply and systematically. Based on the explanation of the researcher concludes that classroom action research is research to activity and improved the learning in the classroom. it is done by systematically collecting the data on practice and analyzing it to come to some decisions on a better teaching and learning technique or model.

The design of classroom action research adapted from Kemmis and McTaggart (1988) was as follows:



3.2. Population and Sample

3.2.1 Population

The population is all members of the group including people or objects that live together in a place and plan to be the target of the conclusion of the final researched result.

According to Arikunto (2010: 183) says, the population is set or collection of all element processing or more attributes processing. It means that a population is a group in which data can be gathered and analyzed. there are two classes of VIII grade in the school, namely: VIII A and VIII B. Each class consists of 20 students. That is 9 male students and 11 female students.

The population of this research is the eighth-grade students of SMP Gajah Mada Medan.

3.2.2 Sample

According to Arikunto (2010:183) says, the sample is some representative of research. It means researched would be more focused on the research. The sample of this research is the students of SMP Gajah Mada Medan. The researcher chose one class for sample, it is class VIII B the as the sample it consisted of 20 students, they were taught by using zoom.

3.3. Procedure of Collecting Data

In this Classroom Action Research (CAR), the researched would use the CAR principle to collect the data. The research consist of cycles with each cycle consisted of four elements. The research would describe the cycles through the scheme of action research steps and each of the phases would be explaining briefly as follows:

3.3.1 Cycle 1

1. Planning
 - a. arranging lesson plan
 - b. preparing the media related to the material.

- c. preparing teaching material.
- d. preparing checklist observation.
- e. making the test material.

2. Action

- a. researcher explained the material.
- b. researcher introduced pronunciation technique to the students.
- c. teacher asked students to make group and conduct conversation on the topic given.

3. Observation

- a. the students' activity in conversation.
- b. the students' response during the teaching and learning process.
- c. the students' speaking skill improvement.

4. Reflection

this step is analyzing the whole action that had been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

3.3.2 Cycle 2

1. Planning

- a. arranging lesson plan

- b. preparing the media related to the material.
- c. preparing teaching material.
- d. preparing checklist observation.
- e. making the test material.

2. Action

- a. researcher explains the material.
- b. researcher introduces pronunciation technique to the students.
- c. teacher asks students to make group and conduct conversation on the topic given.

3. Observation

- a. the students' activity in conversation.
- b. the students' response during the teaching and learning process.
- c. the students' speaking skill improvement.

4. Reflection

This step is analyzing the whole action that has been done. Based on the data that had been collected, the research made evaluation. the researcher analyze the result of all tests and compares the whole result of the students' achievement. As a result, can make conclusion in conducting classroom action research.

3.4 The Instrument of Collecting Data

1. Observation

The writer does the observation by using zoom toward teaching speaking learning process in SMP Gajah Mada Medan. In this research, the researcher acts as an active observed. The writer observes their speaking skill, such as : their grammar, vocabulary, fluency, comprehension, pronunciation, and their brave in speaking lesson.

2. Test

In this research, a Test means some questions to students to be answered. The test is used to compare the students' speaking achievement before conducting the research (post-test) and after conducting the research (pre-test). The researcher used speaking test as the instrument to measure their speaking ability.

3.5 Scoring of the Test

From the table above, it would be used to measure the students weighting and it also easy to get result of scoring test. Some aspects are by students before and after using picture series in teaching learning process in speaking.

Hughes (2003: 131) designs a scale to score speaking test. In the scale, the students are tested on pronunciation, grammar, vocabulary, and fluency. Below is the speaking test scale stated by Hughes. Table 3.5. Criteria of Vocabulary Proficiency

Table 3.5.1

Criteria of Vocabulary Proficiency

No	Proficiency Descriptive	Scale of Score
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1	Vocabulary inadequate for even the simplest conversation	1,0-4,5
2	Constant limited to basic personal and survival areas (time, food, transportation, family, etc)	4,6-5,5
3	Choice of words sometimes inaccurate, limitations of vocabulary, prevent discussion of some common professional and social topic	5,6-6,5
4	Professional vocabulary adequate to discuss special interests ; general vocabulary permits discussion of any non technical subject with some circumlocutions.	6,6-,5
5	Professional vocabulary broad and precise ; general vocabulary adequate to cope complex practical problems and varied social situation.	7,6-8,5
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.	8,6-10,0

Table 3.5.2

Criteria of Fluency Proficiency

No	Proficiency Descriptive	Scale of Score
1	Speech is too halting and fragmentary that conversation is virtually impossible	1,0-4,5

2	Speech is very slow and uneven except for short or routine sentences	4,6-5,5
3	Speech is frequently hesitant and jerky, sentences may be left uncompleted	5,6-6,5
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	6,6-,5
5	Speech is effortless and smooth, but perceptively non native in speed and evenness..	7,6-8,5
6	Speech on all professional and general topics as effortless and smooth as a native speakers’	8,6-10.0

Table 3.5.3

Criteria of Pronunciation Proficiency

No	Proficiency Descriptive	Scale of Score
1	Pronunciation frequently unintelligible	1,0-4,5
2	Frequent gross errors and very heavy accent make. Understanding difficult, require frequent repetition.	4,6-5,5
3	Foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding. Apparent errors in grammar and	5,6-6,5

	vocabulary	
4	Marked “Foreign accent” and occasional mispronunciation which do not interfere with misunderstanding	6,6-5
5	No conspicuous mispronunciations, but would not be taken for a native speaker	7,6-8,5
6	Native pronunciation, with no trace of “Foreign accent”	8.6-10.0

Table 3.5.4

Criteria of Grammar Proficiency

No	Proficiency Descriptive	Scale of Score
1	Grammar almost entirely inaccurate in stock phrases	1,0-4,5
2	Constant errors showing control of very few major patterns and frequently preventing communication.	4,6-5,5
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding	5,6-6,5
4	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding	6,6-5

5	Few errors, with no pattern of failure	7,6-8,5
6	No more than errors during the interview	8.6-10.0

The scale of speaking test score adapted from Course Book "Look Ahead I" can be seen in Table 2.6. as follows: Table 2.6. The Scale of The Speaking Test Score

Speaking Aspects	Very Poor 1-3	Poor 4-5	Quite Good 6-7	Good 8-9	Very Good 10	Score
Pronunciation	No Correct pronunciation	Makes a lot of mistakes in pronunciation	Makes several mistakes in conversation	Makes a few mistakes in conversation	No mistakes in conversation	
Grammar	No Correct Grammar	Makes a lot of mistakes in Grammar	Makes several mistakes in Grammar	Makes a few mistakes in Grammar	No mistakes in Grammar	
Comprehension	No Correct comprehension	Makes a lot of mistakes in comprehension	Makes several mistakes in comprehension	Makes a few mistakes in comprehension	No mistakes in comprehension	
Fluency	No speaking produces correctly	Doesn't speak fluently, thinks too long	Speaks rather fluently, somewhat jumpy speaks	Quite fluently, sometimes stops a moment	Speaks very fluently	

Vocabulary	Knows no vocabularies needed	Knows few vocabularies needed	Knows several vocabularies needed	Knows several vocabularies needed	Knows all vocabularies needed	
Total Score						

3.6 Technique of Analysis Data

Researchers used of qualitative and quantitative data. Qualitative data is the process of the test by using zoom application to improve student's speaking ability in the classroom which start from the first time begin their research, how will the process until the response and the result of the students.

And quantitative data is the result of the data calculations from researchers in grade VIII B SMP Gajah Mada Medan. The data that would be analyze here is from the student test as long as follow the learning process. There are some steps in doing the data analysis;

Collecting the data from the students' score

1. Comparing the score between the first and the last cycle.
2. Calculating the percentage of the students' scores.

Below will the formula to know the mean of students' score as an assessment

$$\text{Formula: } M = \frac{\sum X}{N} \times 100$$

Where:

M = the mean of the students' score

$\sum X$ = the total score

N = the number of the students

Then, to find the class percentage of student score who past the criterion minimum of completeness (KKM), the writer would used the formula below:

$$\text{Formula: } P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of the students who get the point 75

R = the number of the students who get the point 75 up

T = the total number of the student who does the best

3.7 The Procedure of Analyzing Data.

The procedure of analyzing data as follow:

1. Scoring students' tests in the pre-test, test cycle I, test cycle II, and test cycle III.
2. Tabulating the students' scores in the pre-test, test cycle I, cycle II, And cycle III.
3. Calculating the students' scores among pre-test, cycle I, cycle II, And cycle III.
4. Making conclusion

The Description of the Scoring

Letter	Score	Criteria
A	91-100	Exellent
B	81-90	Good
C	75-80	Fair
D	51-74	Poor
E	0-50	Very Poor

And to find the Mean score, the researcher use the formula as follows:

$$M = \frac{\sum x}{N}$$

Where :

M = Mean score

$\sum x$ = The sum of the score

N = the number of students

To get a class percentage that passes the target score of minimum mastery level criterion (KKM) using the formula:

$$P = \frac{R}{T} \times 100$$

Where :

P = Percentage of students

R = The number of students who get the point above 75

T = The total number students who do the test