Improving Aspect and Compotency of Speaking Skill on EFL Students by Utilizing Zoom App

Mutakhirani Mustafa[1]*, Natalia Manuhutu[2], Fransiska Densiana. L[3]

[1]IAIN Syekh Nurjati Cirebon, Indonesia

[2]Universitas Musamus, Indonesia

[3]Universitas Timor, Indonesia
*Correspondence: ranimanis822@yahoo.co.id

ABSTRACT

The purpose of this study is to investigate how to utilize zoom in improving students' speaking aspect and speaking competency on EFL students IAIN Syekh Nurjati Cirebon. The type of this research was designated as online classroom action research. These actions were carried out in three cycles and each cycle distributed the test to measure the students' speaking progress each circle. The sample of this research were 25 EFL students. The research method was implemented mix method which was qualitative and quantitative data. Qualitative data was acquired through to address questionnaires and observation. While quantitative data was acquired through speaking test each cycle. Based on the data obtained the researcher shown the progress of the students in each speaking aspect and speaking competency that proved by the result of speaking test. This research was also supported by the questionnaire that the students expressed their argument using zoom application in speaking online class which the result of this data shown the positive argument approximately the implementation zoom meeting in speaking class. Mostly the students excited implementing the zoom during learning prosses specially in speaking class. The students experienced the improvement of their speaking aspect such as grammar, pronunciation, fluency, comprehension and vocabulary and also the students adept positive progress of speaking competency such as knowledge, action and attitude. The speaking aspect and speaking competency of students is not separated because the implementation of the treatment can improve both and both are supported each other. Therefore, this research found the effectiveness of using zoom as one of the learning application choices to improve students' speaking aspect and competency. Zoom has many features to supports lecturers and students in speaking class. By zoom the online class is most effective than using other learning application.

1. Introduction

Language is a skill where skills must be continuously trained and used to improve desirable and accurate language skills. One of the languages that must be known by students in this era is English. It is not straightforward to master English besides this language is a foreign language that not all people exert this language. English is a course that requires a special learning design during the Covid-19 pandemic (Ulfa, 2020). This is because nowadays during the Covid-19 pandemic, learning is being delivered through online learning which implemented some application that supported in English class. The selection of English learning application is not simple because the lecture and students have to deal with that application. The lecturer has to master using the application and understand how to improve students' English skill in implementing the application in their class. The students need many treatments such as practice, presentation, discussion, feedback answer question and submission some assignment if there is some application involve students' need that is one of the recommendations in learning English process by online to increase students' English skill (Helmi, 2020) English has four skills, in learning a language there are four aspects of language skills that must be mastered in students, namely fields, the ability to speak English or a second language is needed. Majority EFL students is passive in

English communication because some reason and obstacles. General obstacles were faced by EFL students that was the milieu was not supporting, English media using in the class, and motivation of students in speaking English.

There are four skills in English, namely reading, speaking, listening and writing. To improve the skills of students on these four skills, all that is needed is not only the theory but the application of practice in the implementation. During teaching learning by on line the lecturer faced any problem how to improve students' language skill. One of language skill that is difficult to carry out the solution for the students by online class was speaking skill. The lecturer thought how to attract the interest of the students in speaking by using learning application. Therefore, the lecturer has to know how to build the interesting of the students in speaking. Rahman, F., & Sadik, A. (2018) said that speaking is one of the language skill which it needs others skills to support speaking skill of students by some innovative method. Harmer (2007) stated that some treatment can be making the students speech in the speaking class. To begin with the lecturer implementing the appropriate learning application in speaking class because precise application provides some features that can support students to improve their speaking ability. In addition, other treatment by applying assignment system in the speaking class. The kind of the assignment based on the lecturer creativity for example lecturer ask students to take one issue and the students have to understand and know the issue well then, the lecturer ask students to demonstrate by speech in online class by using learning application. The important thing that the lecturer has to uses the application that support students in speaking.

Furthermore, many learning application can help the students in enrich their speaking but mostly the lecturer implemented WhatsApp in their speaking class. WhatsApp did not give big contribution to the students' speaking progress but WhatsApp was fun, useful and simple learning application (Amelia, M, 2020). Some of lecturers implemented more that two learning application such as applying WhatsApp for discussion, GCR for submission attendance list and assignment, Google Meet for discussion and presentation, zoom for explaining the material to students and you tube to watch the English video. Mostly in speaking class the lecturers apply google and zoom but they never think how to improve students' speaking aspect and competency.

In general, speaking aspect are divided into four namely vocabulary, grammar, pronunciation, fluency, comprehension. Improving the students' speaking aspect and speaking competency is not effortless that it need treatment, learning method and strategy to solve each problem of the students in speaking. (Asriyani, R., Suryawati, D. A., & Anggayana, I. W. A, 2019) said that Improving students' speaking aspect and competency need some treatment that the teacher understands in practice. Based on this issue about using zoom to improve students' speaking numerous of the research have done. To begin with the research come from (Bawanti & Arifani, 2021) The Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning. Based on the research result it shown that implementation zoom in speaking class that it can be influence the improvement of students' speaking ability. The students demonstrated positive response on the application because the test of their speaking displayed the progress of their speaking specially their fluency and pronunciation. This research just focused on students' fluency and pronunciation that the researcher believed both important in speaking skill. Other research proved in (Syafiq & et. al, 2021) increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid 19. This research was successful to increase students' fluency, pronunciation and knowledge. Based on the result above, in short the researcher stated which you tube can support students in improving their speaking.

In addition the research conducted that proved to increase students' speaking skill by utilizing WhatsApp voice note (Setiawan & Suhartini, 2021). In the research by the tittle of Optimizing WhatsApp voice note in improving students' speaking class, the feature that WhatsApp provide to the user is voice note which was success to improve students' speaking skill. The students can exploit the voice note to speech and discussion. Speech by voice note was giving the big contribution to the students' speaking skill that they minimize some mistake in speech and the student's heard confidence in speaking. In discussion step, when the students got turn to presenting the material by using voice note, they can explain the material clearly because before sent the voce note in classroom group they can listen first and repat it. Although it was successful based on this research but it was not effective to some case. By voice note many students was not interesting to listen anything by voice note so it cannot improve students' motivation in learning process.

The newest research of learning application for speaking skill was students response to using telegram in speaking practice during self learning time (Syamimie & Syakira, 2019). This research was finished which the result shown positive influence to students' speaking ability. Telegram is one of the applications that is not having many users in using as learning application media. Just few of the lecturer applied the telegram as one their choice to make variety of their speaking class even though it did not work well. The problem is many students that try to improve their speaking getting bored in the learning process by using telegram because the application is not for specially learning application but it is for

general purpose. The feature is not helping a lot for the students to increase their speaking. The last research related of Gangaiamaran, R., & Pasupathi, M. (2017). the using online learning application to improve speaking skill of the students is using online video to improve speaking abilities of EFL learners. Due to shown that those who watched videos increased their speaking ability and they had high scored than those who didn't, and in view of gender, the girls were more successful than the boys. Thus, based on the result of the research the researcher concluded that applying videos as learning media in speaking class supported the students to improve their speaking skill which was focus on comprehension and fluency of the students. The improvement of students' speaking comprehension shown of the students speaking test each meeting. From the speaking test the students also demonstrated their fluency. Therefore, the video worked to increase students' comprehension and fluency in speaking. The students considered to access some English video easy without obstacles. The students got some English video from you tube, English web and other English online media. The researcher recommends some link to get English video to improve English ability that is you tube, BBC English Learning, BBC News, British Council, and learn English by videos.

Based on the number of previous studies which mostly implemented some online learning applications in improving speaking of the student. The result of the research majority shown a positive response and given a positive influence to improve student speaking but the most research did not focus on observing the progress of speaking aspect and speaking competency. Researchers have not found any research that applied zoom to improve student speaking aspect and speaking competency. (Nuryanto, M. 2021) defined that zoom is one of the learning applications that offers some convenience and is very suitable to improve student speaking. Therefore, researcher start to use zoom in improving students speaking aspect and speaking component. In speaking competencies consist of knowledge, action and attitude and speaking aspect consist of vocabulary, grammar, pronunciation, fluency, comprehension. Both speaking aspect and speaking competency cannot be separated because each other giving the influenced. Based on some researches done there is one thing as the core of this research that is no more research to focus on the students' speaking aspect and speaking competency Therefore researchers conduct this research to know whether using zoom in speaking class can help lecturers and students in improving students' speaking aspect and speaking competency

2. Methodology

The method of this research was implemented mix method which was qualitative and quantitative method. Qualitative was acquired through to address questionnaires and observation. While quantitative was acquired through speaking test each cycle. This type of research is Online Classroom Action Research, abbreviated CAR. Researchers chosen this type of research to improve the quality and improve the teaching and learning process in the Online classroom for the better. Online Classroom Action Research is done over and over again, the process is observed earnestly until the perceived process gives better results than before. In the process of troubleshooting on this research model use steps and strategies to achieve maximum results.

In practice, this type of research consciously formulates an action in the classroom with delineation of science and strategy so that the results of this study are believed to contribute to the improvement especially in teaching and learning activities. It shows that online action research is conducted by zoom and is conducted for the purpose of improvement by introducing more effective teaching by using online application which is zoom. Meanwhile (2010) stated that the central idea of the action research section in education is to deliberately intervene in problematic situations to produce changes and improvements in practice. So, in the context of this study researchers conducted action research on a local scale where the situation and location are in the classroom that is precisely conducting classroom online action research to advance the teaching and learning speaking more effectively. Research data is qualitative and quantitative.

Qualitative data is obtained through observations and questionnaire related to the learning process of teaching and speaking in the classroom. Quantitative data obtained through speaking test to measure the increase of speaking students in the teaching and learning process by using zoom. The speaking test is describing picture. Qualitative data collection through questionnaires is intended to find out about understanding, ease, constraints and various other factors that they experience when using the zoom application in learning to develop speaking skill. This form of test is to maximize the use of applications used as media for distance learning or E-Learning, which includes developing skill. The zoom application is one of the solutions to support online learning process, it aims to facilitate educators and students like in the real classroom.

2.1 Research Design

This study uses Classroom Online Action Research Method which consists of several stages, namely planning, implementation, observation and reflection for cycle 1, cycle 2 and cycle 3. Researchers use three cycles where each

cycle consists of planning, implementation and evaluation to get accurate data about the influence of google meet application on student's speaking. Researchers used tests through pretest and posttest, pretest and posttest administered to find out student's speaking aspects and student's competency.

2.2 Population and Sample

There were 50 numbers of the population in this research. Those were EFL students IAIN Syekh Nurjati Cirebon. The sampling method that the researcher used was systematic sampling. Systematic sampling was chosen by the researcher because it was easy to select the sample of the research. After implementation of the systematic sampling, the sample of the research were 25 numbers of the sample in the research.

a. Speaking Test

Speaking test is a tool to use measurement the ability while speaking test is a tool to know the ability of the student's speaking aspect and speaking competency. The types of the speaking test that the researcher implemented in the research was describing pictures. The researcher provides the picture then show by using screen share that is one of the features of the zoom. Each student had to describe the picture that they see on the screen. The researcher implemented pretest and posttest of the speaking test to measure the influence of using zoom before and after learning speaking skill.

b. Observation

Observation used to observe speaking component and speaking aspect of the students in learning process using zoom. This observation conducted to the EFL students IAIN Syekh Nurjati Cirebon as object of the research.

c. Questionnaire

Questionnaire is one of the instruments in this research consisting of the some question related with the influence of the zoom that is one of the learning application in this research. The researcher provided five questions to know the agreement of the students about the achievement in their speaking ability by using zoom. The questions were asking about the quality of zoom, benefit of using zoom, the duration in using zoom and a comparison of whether students prefer this kind of learning or prefer face-to-face learning as usual in the real classroom.

d. Data Analysis

The technique of the data analysis implemented SPSS to find out the accurate data from speaking test of the students. The final result of the data demonstrated on the table to observe the progress of students speaking each test. Each speaking test that the lecturer had form to point the speaking test of the students because the lecturer judges the speaking of the students in detail which was speaking aspect and speaking competency. The result of the data which it was processed by SPSS step. Next the data of questionnaire of the students distributed by google form. By the questionnaire the lecturer known some information about the argument of students after implementing zoom as media in speaking class. This data can support the data of speaking test which both had relation each other. To take the result of the questionnaire the researcher downloads the data from a spreadsheet.

3. Result

From this research the researcher implemented three cycles that was each cycle consists of concept, implementation and evaluation to find accurate data about the influence of Zoom application on student's speaking aspect and competency. Researchers implied tests through pretest and posttest, pretest and posttest implemented tofigure out student's speaking aspects and student's compotency .

Tabel 1. Pretest, Criteria For Speaking Aspects

Criteria for Speaking Aspects	Grammar	pronunciation	Fluency	comprehension	Vocabulary
	66.35	65.95	68.35	67.37	67.20

Based on the data above it drown the condition of student's ability in speaking aspect. By this data the researcher learnt the capacity of students' speaking. Average the grammar, pronunciation, fluency, comprehension and vocabulary of students were low. As we know grammar aspect is not really important in speaking as beginner but during students practice speaking, they can evaluate their grammar from learning, suggestion, reading, listening and other ways. Based on the data the grammar of the students was 66.35. Same as the grammar, the pronunciation for EFL students is not the first that they have to learn but they have to practice every time to improve it. Based on posttest the student's pronunciation were 65.95. The third is fluency is

will be increasing based on the practice in speaking but at the first students got low point on fluency. The students grade on posttest was 68.35. Next comprehension of the students is really important but this will be better based on practice consistently. In this case the students' test was 67.37 which was still low in speaking aspect. The last is vocabulary that is support everyone in speaking so students have to have many vocabularies by speaking regularly and listening, reading and many ways to improve vocabulary of the students. Based on the data implemented the students' grade was 67.20 that was low point in speaking.

At the beginning of the class using Zoom the lecturer administrated speaking test to measure the students' speaking aspect. The kind of the test was asking each student to make a speech and the researcher point the each speaking aspect of the students. The result of speaking aspect shown the lowest of students' speaking aspect. All the item of speaking aspect got low point which was starting from the grammar, pronunciation, fluency, comprehension and vocabulary. In conclusion after taking the data, the researcher concluded if the students' speaking aspect have to be increased by the implementation. zoom meeting as learning application in speaking class.

Tabel 2. Criteria for Speaking Competency

Criteria ForSpeaking Competency	Knowledge	Action	Attitude
	64.22	65.33	64.55

Based on the table above, it show that students' speaking competence which was knowledge, action and attitude was also depressed in speaking. The data was taken before using effective zoom in speaking class. The average of students' knowledge in speaking was 64.22, students' action in speaking was 65.33 and students' attitude in speaking was 64.55. Based on this data the researcher implemented zoom in speaking class to know the influence of the online application to the students' speaking competency. In speaking the students have to have the newest knowledge to share to partner. Not only knowledge but also action which is the students has competency to determine the specific idea and organize it well. The students also can develop the idea and the content of information in their speech. The last competency is attitude which is important that the students have in their speech. The mean of students' speaking attitude is the students understanding how to express their emotion and thought to the listeners. The speaking attitude should be lively, emotional and influential to the listeners. The implementation zoom to improve students' speaking competency was effective to support the students and lecturer in speaking class.

Tabel 3. Cycle 1 and Post Test 1

Criteria of Speaking Aspect	Grammar	Pronounciation	Fluency	Comprehension	Vocabulary
	81.27	82.20	82.26	82.84	83.70

Based on the data above it drown the condition of student's ability in speaking aspect after the implementation zoom as learning application in speaking class. By this data the researcher learnt the capacity of students' speaking after the implementation of the treatment. Average the grammar, pronunciation, fluency, comprehension and vocabulary of students were low. As we know grammar aspect is not really important in speaking as beginner but during students practice speaking, they can evaluate their grammar from learning, suggestion, reading, listening and other ways. Based on the data the grammar of the students was 81.27. Same as the grammar, the pronunciation for EFL students is not the first that they have to learn but they have to practice every time to improve it. Based on posttest the student's pronunciation were 82.20. The third is fluency is will be increasing based on the practice in speaking but at the first students got low point on fluency. The students grade on on the test in this cycle was 82.26. Next comprehension of the students is really important but this will be better based on practice consistently. In this case the students' test was 82.84 which was still low in speaking aspect. The last is vocabulary that is support everyone in speaking so students have to have many vocabularies by speaking regularly and listening, reading and many ways to improve vocabulary of the students. Based on the data implemented the students' grade was 87.70 that was low point in speaking.

Tabel 4. Cycle 1 and Post Test 1

Criteria forspeaking competency	Knowledge	Action	Attitude
	78.88	79.78	79.88

Based on the table of cycle 1 it shows that the students' speaking aspect experienced the improvement from the posttest. The average of students' knowledge in speaking was 78.88, students' action in speaking was 79.78 and students' attitude in speaking was 79.88. Based on this data the researcher implemented zoom in speaking class to know the influence of the online application to the students' speaking competency. In speaking the students have to have the newest

knowledge to share to partner. Not only knowledge but also action which is the students has competency to determine the specific idea and organize it well. The students also can develop the idea and the content of information in their speech. The last competency is attitude which is important that the students have in their speech. The mean of students' speaking attitude is the students understanding how to express their emotion and thought to the listeners. The speaking attitude should be lively, emotional and influential to the listeners. After few days teaching students by using zoom in speaking class shown the progress which was proven from the result of speaking test of the students.

Tabel 5. Cycle 2 and Post Test 2

Criteria for speaking aspects	Grammar	Pronunciation	Fluency	Comprehension	Vocabulary
	83.24	83.11	83.13	82.75	83.70

Based on the data above it drown the condition of student's ability in speaking aspect after the implementation zoom as learning application in speaking class. By this data the researcher learnt the capacity of students' speaking after the implementation of the treatment. Average the grammar, pronunciation, fluency, comprehension and vocabulary of students were low. As we know grammar aspect is not really important in speaking as beginner but during students practice speaking, they can evaluate their grammar from learning, suggestion, reading, listening and other ways. Based on the data the grammar of the students was 83.24. Same as the grammar, the pronunciation for EFL students is not the first that they have to learn but they have to practice every time to improve it. Based on posttest the student's pronunciation were 83.11. The third is fluency is will be increasing based on the practice in speaking but at the first students got low point on fluency. The students grade on posttest was 83,13. Next comprehension of the students is really important but this will be better based on practice consistently. In this case the students' test was 82.75 which was still low in speaking aspect. The last is vocabulary that is support everyone in speaking so students have to have many vocabularies by speaking regularly and listening, reading and many ways to improve vocabulary of the students. Based on the data implemented the students' grade was 83.70 that was low point in speaking.

Tabel 6. Cycle 2 and Post Test 2

Criteria for Speaking Competency	Knowledge	Action	Attitude
	81.00	82.00	82.22

Based on the table above shows the improvement of students' speaking competency from cycle 1 to cycle 2 in terms of students' speaking competence, namely knowledge, action and attitude. Based on the table of cycle 1 it shows that the students' speaking aspect experienced the improvement from the posttest. The average of students' knowledge in speaking was 81.00, students' action in speaking was 82.00 and students' attitude in speaking was 82.22. Based on this data the researcher implemented zoom in speaking class to know the influence of the online application to the students' speaking competency. In speaking the students have to have the newest knowledge to share to partner. Not only knowledge but also action which is the students has competency to determine the specific idea and organize it well. The students also can develop the idea and the content of information in their speech. The last competency is attitude which is important that the students have in their speech. The mean of students' speaking attitude is the students understanding how to express their emotion and thought to the listeners. The speaking attitude should be lively, emotional and influential to the listeners. After few days teaching students by using zoom in speaking class shown the progress which was proven from the result of speaking test of the students.

Tabel 7. Cycle 3 and Post Test 3

Criteria OfSpeaking Aspect	Grammar	Pronounciation	Fluency	Comprehension	Vocabulary
	83.27	85.20	84.26	84.84	84.70

Based on the data above it drown the condition of student's ability in speaking aspect after the implementation zoom as learning application in speaking class. By this data the researcher learnt the capacity of students' speaking after the implementation of the treatment. Average the grammar, pronunciation, fluency, comprehension and vocabulary of students were low. As we know grammar aspect is not really important in speaking as beginner but during students practice speaking, they can evaluate their grammar from learning, suggestion, reading, listening and other ways. Based on the data the grammar of the students was 83.27. Same as the grammar, the pronunciation for EFL students is not the first that they have to learn but they have to practice every time to improve it. Based on posttest the student's pronunciation were 85.20. The third is fluency is will be increasing based on the practice in speaking but at the first students got low point on fluency. The students grade on posttest

was 84.26. Next comprehension of the students is really important but this will be better based on practice consistently. In this case the students' test was 84.84 which was still low in speaking aspect. The last is vocabulary that is support everyone in speaking so students have to have many vocabularies by speaking regularly and listening, reading and many ways to improve vocabulary of the students. Based on the data implemented the students' grade was 84.70 that was low point in speaking.

Tabel 8. Cycle 3 and Post Test 3

criteria forspeaking competency	Knowledge	Action	Attitude
	83.22	83.34	84.44

Based on the table above shows the significant improvement of students' speaking competency from cycle 1 to cycle 2 in terms of students' speaking competence, namely knowledge, action and attitude. Based on the table of cycle 1 it shows that the students' speaking aspect experienced the improvement from the posttest. The average of students' knowledge in speaking was 83.22, students' action in speaking was 83.34 and students' attitude in speaking was 84.44. Based on this data the researcher implemented zoom in speaking class to know the influence of the online application to the students' speaking competency. In speaking the students have to have the newest knowledge to share to partner. Not only knowledge but also action which is the students has competency to determine the specific idea and organize it well. The students also can develop the idea and the content of information in their speech. The last competency is attitude which is important that the students have in their speech. The mean of students' speaking attitude is the students understanding how to express their emotion and thought to the listeners. The speaking attitude should be lively, emotional and influential to the listeners. After few days teaching students by using zoom in speaking class shown the progress which was proven from the result of speaking test of the students. This proves that the use of zoom is extra effectively used as an alternative learning application in speaking class to improve students' speaking aspect and competency .

4. Discussion

Description related to student answers to the questionnaire results in the study. First is about the quality of zoom application in improving students' speaking class, second the activeness of students in virtual meeting, third is students' the enthusiasm in speaking class how often do you practice your speaking skills, fourth is how benefit they think it is to increase their speaking ability and the last is comparative question, whether zoom is giving big contribution than other learning application to improve speaking ability.

The results of research on 26 EFL students in the form of the answers were grouped into several statements representing several answers that are the same or agree. Therefore, that it makes it easier for researchers to describe the results of the study. the results of the questionnaire are as follows: 1 the quality of zoom application in improving students' speaking class. About 25 students gave comment, they believed that with this application in the speaking class had amazing quality, for a while in this new era of normality. It was proof by the description of the results of their answers where the same answers were grouped as follows: "in my point of view, zoom application is one of the best learning application which is facilitate the students in online class with it's some features, because zoom application has interesting features which help the students in online class, we can explore our competency in speaking without nervous , I choose offline class that online class. " From these answer, they strongly believed that the application makes the learning advantages for all the students. 2) The second is the activeness of students in virtual meeting in speaking skills during online learning. From the 26 EFL students who responded to the questionnaire, the data prove that 85% students said their speaking skills had improved and 15% students said they became confuse during learning process. "I feel my speaking skill improved by using zoom, presentation in the forum make more than relax and fun without think negative vibes. Each meeting I enjoy giving argument or respond lecturer question by using English " Based of the students respond of the zoom in speaking class, it was shown if the students feel more confident by zoom learning application to improve their speaking ability, speaking activity by zoom meeting make the students relax without pressure. The student looked fluent in conversation and presentation in online class, only few of the students felt doubt in English speaking or giving respond to their friends . "zoom meeting is one of the learning application which need big capacity of internet while some of the students do not have capacity to prepare it." 3) Third question, third is students' the enthusiasm in speaking class how often do you practice your speaking skills. Talking about the motivation in speaking practice has relation with the implementation of zoom.

The students got big motivation during the implementation of zoom application. It is one of many benefit of zoom application specially speaking class 4) fourth is how benefit they think it is to increase their speaking ability (27 students). This is intended to find out their opinion about the importance of learning language and its components. These are data by the description of the results of students' respond as follows: "In my view discussion by using zoom meeting giving many benefit to the students, one of them the students can improve their speaking ability, they can share the knowledge

by discussion and the improve their motivation in speaking ability, By skill of English we can get job easy and can operate technology well. and to be master in speaking English make us to see the outside of our country, as we know English is international language". From the respond of a student above on the benefit of speaking skill. In this statement, according to the statement of each students, speaking English skill is principal because by that skill we hold and understand the world. The students can explore many things in other country" Other students said "my argument about the benefit of speaking skill help the students to improve their other skill". 5) The fifth question is whether zoom is giving big contribution than other learning application to improve speaking ability. Zoom is the application which is having many users. In online class many lecturers and students choose zoom as best choice in speaking class. Zoom has many features that can support the lecturer and students in the learning process. There were few students want to offline class because they believe by offline class many step-in learning processes archiving which they can totally follow each step-in learning process. They think by some application in speaking class that need improving some features to facilitate the leaning process.

The results of the pre test and post test conducted to test whether the zoom application help students in improving speaking ability that was shown positive results. Where there are several advantages that this application has in facilitating students in speaking learning, among others, the features that this application has were very helpful to students such as; 1. By using zoom the lecturer, students can be communicating, sharing, presenting, giving feedback directly 2. The zoom app also has a feature that make easy to sharing material, ppt, video and others learning tools, 3. The zoom app facilitate the user with the chat features that it can help the lecturer and the students giving question or information, and attendance list, 4. This application also provide the user with the translator tool when the students cannot understand the lecturer's presentation, they can use translators , 5. This application also provide chat personal which support the lecturer and students to sharing personally , 6. The Zoom app has automatic attendances available that make the lecturer to know students attendance, to make sure the activeness of the students the lecturer ask students to make on their video , 7. The app provides the transcript of the speaker automatic so the students can read the transcript if they do not really listen what they students explain.

From the results of the data obtained can conclude that the zoom application can increase the aspect and competency of students' speaking. There are five criteria of speaking aspect that is grammar, pronunciation, fluency, comprehension and vocabulary. Speaking aspect has relation of competency if the speaking aspect of the students improve so the competency of the students' speaking. Criteria of speaking competency is knowledge, action and attitude. Besides the using zoom meeting as learning application by speaking test can prove the improving of the student's speaking aspect and speaking competency apparently by interview supported other instruments to make sure the improving students' aspect and competency of the speaking.   Some previous research related with this issue that is using zoom meeting as learning application to improve students' speaking aspect and speaking competency. Some researcher that had proved the research with zoom as learning application among them; 1. Bawanti, P. K. D., & Arifani, Y. (2021). Zoom Meeting has positive impact to the students, by zoom meet as learning application it makes the students more independent and managing their emotion. The motivation of the students in speaking improved without pressure but the learning motivation came from their inside. Therefore, zoom meeting as learning application can improve students' speaking aspect and competency.   The students can be sharing their knowledge in discussion group without tension from others even from students or teacher, 2. in addition some researches show the perception of the students and lecturers in using Zoom Meeting in speaking online class, Baron, R. (2020) Some of the students and lecturers shown their perception on zoom application, majority indicated zoom meeting is one of the popular learning applications. Mostly choose zoom as learning application because it easy to use and provide many features in supporting learning process. 3. Other research proved if the zoom application can improve the student's innovation and creativity in speaking class. This research also shown the contribution in changing the atmosphere in speaking learning to be more fun and interesting. Shodik, F. (2021) zoom application is not to create as particular learning application but the user can use zoom in meeting, conference, seminar, private class and presentation. Many functions of the zoom can give many experiences to the students.

The students felt more than fun and enjoyable using this app therefore they will improve their speaking ability, 4 From the results of other studies also proved of the impact using zoom application in speaking online class. By zoom application in learning speaking the students had improved their motivation in speaking. Not only speaking in general but also speaking aspect and competency. Speaking aspect of the students improved that was grammar, pronunciation, fluency, comprehension and vocabulary. Speaking competency students increased by using this app that was knowledge, action and attitude (Risma, 2021). Using zoom application as improving speaking skill of the students was successful. The result of the study proved from the data. Based on this study zoom application is one of the learning applications with many users that prove if zoom application has many positive impacts in learning process. From some researches about the use

of zoom application in improving students' speaking ability it can be concluded that zoom supported the students in increasing their speaking ability. Speaking aspect which is comprehension of the students in speaking improved step by step and other speaking aspect follow such as vocabulary, fluency, pronunciation, and grammar. Speaking competency of the students improved such as knowledge. The students got many knowledge because before speaking the students had motivation to read and search many references before speaking. Not only knowledge but the attitude of the students increased automatically. It means the students know how to speak to the lecturer or teacher politely. The attitude in speaking also touch the students how the way to think and feel someone or something issue. The last speaking competency influence positive progress by using zoom application was action in speaking. It means the students expressed their feeling better than writing. They can speak many ideas and anything without think how to prove what they say.

5. Conclusion

The result of this research expressed the benefit using zoom as learning application. By this application the students improved their aspect and competency of speaking skill. The aspect of speaking is grammar, pronunciation, fluency, comprehension, vocabulary. The students can improve their grammar in speaking because they felt pleasant with nervous. They got concentration well so they learn the grammar when their other students speaking. Their pronunciation improved because they practice without pressure. They learnt how to pronounce each word correctly from their lecturer and other students with full concentration. The data about the improvement student's pronunciation was getting from the speaking test each circle.

The fluency of the students in speaking increased every meeting. This had connection with the motivation of students in speaking class by zoom application. The fluency in speaking skill will be improved if the students practice every time. This concept had proved by this learning speaking skill using zoom application. Comprehension of the students can be improved also when the lecturer, students or their selves always sharing, speaking, discussion, giving argument. By using zoom the students shown the positive achievement about their comprehension in speaking. They easily understand what the topic discusses every meeting.

One of the important to get confidence in speaking is vocabulary. The students have to have a lot of vocabulary to support them in speaking with many kinds of topic. By this zoom the lecturer implemented students learning center that the students have many activities such handle the discussion, dialog, sharing and conversation in speaking class. This concept of the lecturer implemented indirectly helped the students to improve their vocabulary. It was good news because one of the obstacles of the students in speaking class was less vocabulary. By using zoom application, it can improve students' interest in speaking class because they know to enrich vocabulary as supporting in speaking that is not difficult.

Based on data the implementation of the zoom application ins speaking class also improved students' speaking competency which is knowledge, action and attitude. The knowledge of the students shown the improvement meeting by meeting. This data got from the speaking test. The quality of students' idea, argument, the content of the conversation proved if the students got the improvement of their knowledge. Next competency is action which is not really influence the students but it was measured by how excited the students to organize the speech every meeting. The last competency is attitude which is also important that the students have to have in speaking. When the students is speaking, they have to think about emotional, feeling, lively, and influential of other students or listeners. Based on the data collected in this research was success to figure out the attitude of the students in speaking. This data got by speaking test when the students did speech.

This research was also supported by the questionnaire that the students expressed their argument using zoom application in speaking online class. The result of this data shown the positive argument about zoom meeting. Mostly the students excited implementing the zoom during learning prosses such as in speaking class. This data can be supported by the based on the funding of this research. The students experienced the improvement of their speaking aspect such as grammar, pronunciation, fluency, comprehension and vocabulary and also the students adept positive progress of speaking competency such as knowledge, action and attitude. The speaking aspect and speaking competency of students is not separated because the implementation of the treatment can improve both

To conclude that the research found the effectiveness of using zoom as one of the learning application choices to improve students' speaking aspect and competency. Zoom has many features to supports lecturers and students in learning process. By zoom the online class is most effective than using other learning application such as GCR, WAG, LMS and Google Meet. Although the zoom has given positive impact to each learning process specially in speaking online class but the lecturer has to master using that application. Based on the reality many lecturers try to implement the zoom

application in their class but they got many confused to exploit some features in zoom. So, their class become did not effective and the goal of the learning did not archive. From this case the next researcher has job to solve the problem of each lecturer in using some learning online application such as zoom meeting.

References

Asriyani, R., Suryawati, D. A., & Anggayana, I. W. A. (2019). Using Role Play Techniques In Improving English Speaking Competency On The Personality Types. In International Conference on Cultural Studies (Vol. 2, pp. 44-48).

Amelia, M. (2020). Whatsapp Goes To Classroom: Using Whatsapp To Foster Students'speaking Skill In Speech. Proceeding Iain Batusangkar, 1(3), 153-158.

Bawanti, P. K. D., & Arifani, Y. (2021). The Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning at Ban Loeiwangsai School, Loei Province, Thailand. Journal of English Teaching, Literature, and Applied Linguistics, 5(1), 54-61.

Baron, R. (2020). Students' Perception on Online Application in Speaking Skill e-Learning. VELES Voices of English Language Education Society, 4(2), 213-221.

Bawanti, P. K. D., & Arifani, Y. (2021). The Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning at Ban Loeiwangsai School, Loei Province, Thailand. Journal of English Teaching, Literature, and Applied Linguistics, 5(1), 54-61.

Gangaiamaran, R., & Pasupathi, M. (2017). Review on use of mobile apps for language learning. International Journal of Applied Engineering Research, 12(21), 11242-11251.

Helmi, M. Google Meet as a Media to Improve English Language Speaking Skills in E-Learning in Grade 11 at SMK NU Banjarmasin.

Harmer, J. (2007). How to teach English (new ed.). England: Pearson Education Limited.

Nuryanto, M. (2021). Fostering Success and Motivating EFL Learners Using Zoom Meeting: A Synchronous Learning Strategy. Anglophile Journal, 1(2), 1-12.

Rahman, F., & Sadik, A. (2018). Improving the Students' Speaking Ability through Silent Way Method at SMU Negeri 12 Makassar. Jurnal Ilmu Budaya, 6(2), 303-312.

Risma, S. N. (2021). An Analysis of the Utilizing Zoom Application to English Learners' Speaking Skill Motivation. Project (Professional Journal of English Education), 4(3), 433-445.

Shodik, F. (2021). The Use of Conference Video Application Media "Zoom" As Alternative Media to Improve Student's Speaking Ability of Some Students at Senior High School Two Jombang.

Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. Elsya: Journal of English Language Studies, 3(1), 50-55.

Setiawan, B., & Suhartini, L.2021. The Effect of Using Video on Students' Speaking Skill Through Whatsapp Application at SMA Negeri 1 Kabangka. Journal of Teaching of English, 6(1), 96-100.

Syamimie, M. N. N., Lena, R., & Syakira, S. 3019. Students Response To Using Telegram In Speaking Practice During Self Learning Time.

Ulfa, S., Surahman, E., & Octaviani, H. I. (2020, December). Mobile Seamless Language Learning Framework to Improving Students' Speaking Skills for Junior High Students during Pandemic Convid-19: A Case Study in Indonesian Context. In 1st International Conference on Information Technology and Education (ICITE 2020) (pp. 497-500). Atlantis Press.