Students' Perceptions in The Utilization of Zoom Video Conferencing on Speaking Ability in Distance Learning

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Abstract

This research examined students' perception of the use of Zoom Video Conferencing in successful speaking ability during the COVID-19 outbreak. This research aimed to obtain valid evidence about EFL college students' own decent or wicked perception of the utilization of Zoom Video Conferencing for sharpening their speaking competencies. The researcher used mix methods approach convergent design with a combination between a quantitative approach and a qualitative approach. In assembling the data, the researcher involved university students in some different majors with 102 participants gathered by sharing the close-ended and open-ended questionnaires in the form of Google Forms in the research. The researcher analyzed the data from close-ended questionnaire results and open-ended questionnaire responses. The results showed that the close-ended questionnaire discovered good perceptions and positive attitudes of students in increasing speaking skills towards Zoom Video Conferencing. Therefore, Zoom Video Conferencing can be a medium in teaching activity during distance learning applications especially in improving speaking ability as it can raise students' positive attitude and speaking ability in EFL classrooms.
Keywords: Distance Learning; Zoom Video Conference; Speaking

1. INTRODUCTION

Everyone knew that in early 2020, WHO (World Health Organization) declared the Covid-19 virus as a global pandemic. This situation creates some restrictions on human activities and also changes in the policies of many countries in various aspects of life such

as the economy, health, and of course education at any level to date. As stated by Suadi (2020) stated that the emergence of this dangerous epidemic brought fatal damage to various sectors, such as business, economy, education, etc. For the educational sector, Covid-19 has all formal education in the world closed. The students cannot study at school since a dangerous pandemic struck many countries. Two out of a third of formal education in every country are determined to shift their conventional classrooms to digital ones (Pham & Tien, 2020). In a moment, the epidemic completely shut down all aspects of the countries, and no one expected this to happen and affect many sectors of human life including education. In the context of Indonesia, this phenomenal pandemic has also spread impressively which forced the government to implement a minimum-scale lockdown policy on March 17, 2020 (https://www.setnag.co.id). This policy explicitly urges Indonesian students to stay productive and healthy while studying from home during the Covid-19 period in March 2020. Bagata, et.al. (2020) firmly state that governments around the world including Indonesia are focused on preventing massive transmission by implementing a lockdown.

The policy pushes the application of Distance Learning (Online) in the Indonesian education framework. Teachers and students have to change their learning habits by using technology to optimize their learning process during the outbreak. However, the implementation of online learning is not as simple as expected by teachers and students because several factors appear in the context of practicality. As Rahmawati (2018), Kaharudin, et al. (2020), and Sadeghi (2020) state that there are several factors that interfere with the effectiveness of distance learning as follows: 1) lack of support facilities, 2) inadequate technological skills, and 3) indirect verbal communication. Due to the lack of support facilities, teachers and students are compulsory to buy capable gadgets and internet bandwidth in supporting their online learning activities. This become a problem that needs to be solved by the government. Furthermore, inadequate technology skills such as using an online learning platform or learning management system (LMS), or using software for online activities add problems in implementing distance or online learning. Then, indirect verbal communication also appears to be a problem in applying distance learning as students just read the material provided by the teacher on the LMS or website.

Zoom is one of the pioneers of video conferencing platforms and it is easily accessed through the website, or can be downloaded on the user's laptop or smartphone (Anggraheni et.al, 2020). Initially, Zoom was used for web-based inter-company meetings, but now a simple Zoom application with full features such as screen sharing, breakout rooms, and recording meetings really supports educational goals to manage, plan, share, and observe digital learning processes (Kim, 2020; Anggraheni et.al., 2020). In a study by Shodik (2020), for instance, he decided to utilize Zoom for maximizing his students' speaking ability since he believed that Zoom might reduce students' speaking anxiety. Then, he had done classroom action research with the combination of role-playing and think-pair-share in the classroom with the use of Zoom as alternative media. As the result, this combination gave an impressive result hence students were attracted and motivated to horn their speaking skills with the aid of Zoom Videoconferencing. Students' audacity also significantly increased to convey their expression and notion instantaneously in English as long as the learning process begin.

Moreover, Vurdien (2018) also investigated the efficacy of Zoom Videoconferencing for developing speaking skills for 30 EFL students. She had two aims regarding conducting her study: 1) to discover how videoconferencing can assist students in improving their speaking competence, and 2) to reveal what students contemplate to be the main results of their new learning experience utilizing a videoconferencing software named Zoom. After six months of conducting the experiment, the researcher found the result of this research. It discovered that the experimental group had developed their speaking ability through Zoom more than the control group who attended the face-to-face classes. In short, the two examples of research above have shown evidence from the eyes of action research and experiment.

Furthermore, Bawanti and Arifani (2021) scrutinized elementary school students' perception of the application of Zoom in developing speaking skills in Thailand. Zoom is utilized by teachers and students of Ban Loeiwangsai School as the medium of their teaching and learning English process amidst Covid-19. this study uncovered that students would greatly praise Zoom as the media for learning English, especially for sharpening their speaking ability hence students' confidence and speaking skills rapidly improvement exists when Zoom is utilized in class. Students also asserted that their vocabulary and fluency gained exceedingly towards Zoom. Then, Baron (2020) explored UNINDRA English Education post-graduate students' perception of the utilization of online applications for improving their speaking ability during the Covid-19 pandemic. Toward the conduction of this study, the researcher willingly discovered what a good online application is based on students' needs for learning English speaking competence. The research uncovered that most students chose Google Hangout and Zoom as the media of their speaking courses hence students feel Google Hangout and Zoom are easy to be utilized and have a fascinating design. Students also assumed that Google Hangout and Zoom did not have a large consumption of internet quota.

All in all, Zoom is a potential online learning platform as it is easy to use, and can create flexible online learning meetings while building adequate two-way communication for teachers and students during a pandemic. The use of Zoom by teachers provides benefits, especially for students who are learning English in the field of speaking. Seeing this opportunity, researchers are eager to discover Zoom for knowing students' perception of the utilization of Zoom Videoconferencing in college students from different majors with the main focus being on their speaking ability.

2. LITERATURE REVIEW
2.1 E-Learning
The term "E-Learning" refers to Electronic Learning which is defined as the utilization of information and electronic system such as computers to create innovative educational experiences (William, 2006). Also, Khan (2005) asserts that E-Learning is a revolutionary approach to providing a well-designed, student-centered, collaborative, and fostered learning environment to anyone, anywhere and anytime by maximizing the attributes and resources of technological resources as well as the other types of learning material suited for an accessible, versatile, and distributed learning environment. Furthermore, Hiltz (1995) stated that E-Learning is a teaching and learning environment which is centered on a person and a

set of group interactions with electronic technologies. Lastly, Morrison (2003) states. E-Learning is the incredible combination between knowledge and skill facilitated by synchronous and asynchronous learning events which are designed, conveyed, supported, and managed by the internet. Further description of the synchronous and asynchronous learning events is explained in "Variates of E-Learning".

In conclusion, E-Learning is digital-based learning which is implemented by electronic technology such as computers, laptops, smartphones, and many more for developing effective and innovative teaching and learning process.

2.2 Speaking

According to Grauberg (1997), speaking is a productive English skill that generally involves two or more people and occurs in social society. People build the conversation with each other for myriad reasons, followed by asking for information, sharing experiences, and suggesting action. Later, the other responds to the conversation and that's how dialogue happens in the place. Also, Broughton, et. al. (1979) defines speaking as a receptive capability to understand the message towards the interaction between two or more people. Moreover, Brown (2007), as noted in Bawanti and Arifin (2021), asserts that speaking is a productive ability to communicate a person's thoughts and opinions to others through body language, gestures, and eye contact.

Another definition of speaking is described by Arifin (2017) as an interactive process in which shared information is used to generate an understanding of the information that occurs in the place. Speaking encompasses more than only expressing how to generate specific aspects of language, such as pronunciation, vocabulary, and syntax. It demonstrates how people comprehend when, why, where, and how to use voice as a speaking action. Last, Brown and Abeywickrama (2019) clarified speaking as a productive ability that examines directly and objectively; nevertheless, these observations are always influenced by the accuracy and efficacy of students' listening ability. In short, speaking is one of the English major skills that occur between two or more people to convey and respond to information or notions with the detailed characteristics of pronunciation, vocabulary, and syntax.

2.3 Zoom

According to Simon (2020), Zoom was established by the former engineer and Vice President of Cisco Webex named Eric Yuan in 2011. Originally, Zoom was named Saasbe, Inc. yet the company changed the name to Zoom Video Communication, Inc. Yuan started to open Zoom with 40 former engineers in San Jose, California. He sought to improve on his brilliant idea since he was a college student in the 1990s which involved his girlfriend (his wife at the present time) and himself having a 10 hours video call. Yuan owns his main goal to establish Zoom; to make participants able to meet and communicate virtually (via synchronous video) everywhere and every time they want. Zoom can be accessed easily through the website, or it can be downloaded on users' desktop computers, laptops, or smartphones (Anggraheni et.al, 2020). In January 2013, the company introduced its flagship Meetings & Chat service. Its targeted market remains the same as it had been throughout Yuan's Webex and Cisco days: other enterprises. Zoom had been utilized by over 1 million

people as of May 2013. Zoom intended to go public on the NASDAQ in March 2019. Its debut trading day was April 18, 2019.

Zoom is an independent information service that offers video telecommunication or telephony and online messaging service through peer-to-peer software technology (Marvin, 2020). While the pandemic conquered the sphere, Zoom Videoconferencing took its place as the safe place for Work From Home (WFH), Distance Learning, and other virtual social interaction. Zoom also offers tantalizing features such as High-Quality (HQ) Audio, Video, and is compatible with PC, Windows Phones, Mac devices, iOS, Android smartphones, and BlackBerry phones. Later, Johnson (2020) poured his clarification about Zoom as the software enables group effective interaction to take place over long distances. Also, Bernstein (2020) and Columbia Publishing Company (2020) state that Zoom is a videoconferencing software platform that is utilized for business, education, and interview purposes amidst the outbreak. Besides Zoom being generally applied for those purposes, many users spend a long time apart creating a virtual rendezvous with their fellows and relatives.

Furthermore, Zoom is defined as an interactive videoconferencing for inventing virtual-based classroom (Madison, 2020). Zoom allows the teaching and learning process without any worries; no longer restricted by time, place, or other budgetary limitations. Zoom allows the instructor to be more creative in creating a comfortable and effective online learning environment driven by a more personalized pace for the learners. It provides better versatility, originality, and instantaneous auxiliary materials such as PDFs and online libraries. In conclusion, Zoom is an excellent and innovative videoconferencing software that has myriad versatilities such as being used for business, education, interview, and other social communications in the midst of the pandemic. In the education context, Zoom creates an effective and enjoyable virtual classroom that provides versatility in time and place, individualized pace for learners, and wide accessibility.

2.4 Perception

According to Blake and Ramsey (1951), perception is the manner in which humans perceive the world through the sensory system. This statement is supported by Forgus and Melamed (1976); as noted by Mismara (2014), perception is the process of extracting information that makes the individual recognize their surroundings. Also, King (2016) defines perception as the process of organization and interpretation the sensory information to make the elicited information from the external environment or surroundings make sense. The information is received by five sensory senses, such as the visual, auditory, smell, taste, and touch systems. Later, the information is processed and gathered inside the brain. In the same notion with statements above, Morgan et.al (1979) supports that perception is the stages of how the person experiences the world such as its look, sounds, feels, smells, and tastes.

Further description about perception is depicted as a process of recognizing and interpreting external energy which transmits to the sensory system (Rookes & Willson, 2000). Later, Schunk (2014) asserts that perception is the process of impressive input according to peripheral surroundings which are stimulated by the sensory system. Briefly, perception is the systematic stages of how humans obtain, organize, and comprehend the

information which is acquired from the myriad events in the world. Humans perceive the world through their sensory systems such as their visual, auditory, smell, touch, and tastes. After the information reached the five senses, the human brain works to assemble and arrange the information to make it sense.

3. RESEARCH METHODS
3.1 Research Design
The research design in this study applied mix methods approach. This approach used a combination of quantitative and qualitative approaches to obtain impeccable data. These approaches are overlapping since qualitative data contains close-ended questionnaires exists for deepening the quantitative data which includes an open-ended questionnaire. Then, the convergent design means that these data are assembled at the same time to deliver a vivid interpretation of the result of the data. The researcher examined the relationship among students' perception of the usage of Zoom videoconferencing in enhancing speaking skills and in search of the research's solution in the course of the open-ended questionnaire preserved to the participants. Then, the researcher also tends close-ended questionnaire to dig deeper into the determining answer from the participants regarding to the issue. After receiving the participant's responses, the researcher calculated and analyzed the collected data to reveal the result in percentages and explanation form.

3.2 Participants
The participants in this research were taken using random sampling from college students in Jabodetabek area as this research's participants. The researcher successfully found 102 students from college students which have their experiences improving their speaking ability with Zoom in Jabodetabek area.

3.3 Instruments
The instrument of this research was a questionnaire for gathering the data from participants. The questionnaire used closed-ended and open-ended which was adopted and modified by Bawanti (2021). The closed-ended questionnaire contains 11 items in the form of Likert Scale; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Meanwhile, for gaining further and more vivid information about students' perceptions in the utilization of Zoom, this researcher applied open-ended questions which allow the participants for responding spontaneously based on their experience. This questionnaire was assembled related to the indicators of independent variables, particularly about Zoom videoconferencing which can discover the student's perception of the utilization of Zoom in improving speaking ability.

3.4 Data Analysis
After the collected data was reached the target, the questionnaire assessed and measured with the aim of Microsoft Excel and SPSS software. This research employed descriptive statistics since the result will be used to present the result through numeric descriptions.

Close-ended questionnaires analyzed the mean, percentage, and standard deviation of each item's responses to reveal students' perception of Zoom videoconference in improving speaking ability. After the data has been examined, the researcher deduced and depicted the eleven items specifically. If the alpha increased from 0.65 to 0.80, it means the alpha is reflected as an adequate scale. Otherwise, the alpha is considered as not adequate scale if the alpha decreased below 0.65.

Lastly, for examining the open-ended questionnaires, the researcher categorized the participants' responses specifically about perception according to the utilization of Zoom videoconferencing in improving speaking ability. Later, the researcher selected each response for obtaining the represented category. After that, the researcher poured a vivid explanation of the result, thus the result can be easily determined and understood.

4. FINDINGS

The researcher served the findings of data which is congregated from two instruments that consist of a close-ended questionnaire and an open-ended questionnaire. Eleven items were queried of 102 participants from college students who learned in Jabodetabek area in the close-ended questionnaire.

Table 1. Tabulation of Close-Ended Questionnaire

No	Statements	X	SA	A	U	D	SD
1	I like studying online alone because it makes me confident.	3,27	6 (5,8%)	38 (37,2%)	41 (40,1%)	12 (11,7%)	5 (4,9%)
2	Zoom videoconferencing helps me in managing study time.	3,29	12 (11,7%)	33 (32,3%)	34 (33,3%)	18 (17,6%)	4 (3,9%)
3	My learning motivation increased since using Zoom videoconferencing for learning.	3,28	14 (13,7%)	31 (30.3%)	30 (29,4%)	24 (23,5%)	3 (2.9%)
4	Zoom Videoconferencing makes me enjoy the class.	3,57	17 (16,6%)	43 (42,1%)	25 (24.5%)	14 (13.7%)	3 (2.9%)
5	I can learn the material faster by using Zoom videoconferencing.	3,07	8 (7.8%)	34 (33,3%)	29 (28,4%)	20 (19,6%)	11 (10,7%)
6	I can understand some vocabulary and grammar better since using Zoom videoconferencing for learning to speak.	3,45	24 (23,5%)	24 (23,5%)	31 (30,3%)	20 (19,6%)	3 (2,9%)
7	I don't face any difficulties in answering the teacher's questions	3,48	16 (15.6%)	36 (35,2%)	33 (32,3%)	15 (14,7%)	2 (1,9%)
8	I can understand the courses easily when I learn online speaking with Zoom videoconferencing	3,27	20 (19,6%)	22 (21,5%)	34 (33,3%)	18 (17,8%)	8 (7,8%)
9	My speaking skills increased by using Zoom videoconferencing in online learning.	3,09	13 (12,7%)	27 (26,4%)	30 (29,4%)	21 (20,5%)	11 (10,7%)
10	Zoom gives me to have a better memory in learning to speak.	3,18	17 (16,6%)	23 (22,5%)	33 (32,3%)	20 (19,6%)	9 (8,8%)
11	Online learning using Zoom is	3,30	19	27	32	14	10

improving my desire in learning speaking skills.	(18,6%)	(26,4%)	(31,3%)	(13,7%)	(9,8%)

Based on the tabulation above, the researcher found the average mean score is 36,304. The maximum score was 35,78 and the minimum score was 30,78. Then, the variance of data was scored 84,174 and the Standard Deviation was known 9,17. The further calculation was presented below:

Table 2. Scale Statistics

Mean	Variance	Std. Deviation	N of Items
36.304	84.174	9.1746	11

Based on Table 2, the researcher can identify and classify two major perceptions in the use of Zoom videoconferencing that influenced students' ability in improving speaking ability. The following table is the classification of the perception results:

Table 3. Students' Perception Recap

Classification	Number	Percentage (%)		
		SA + A	N	D + SD
The utilization of Zoom videoconferencing in improving speaking ability can raise students' attitude	1, 2, 3, 4, 7	48,23%	32,54%	19,80%
The utilization of Zoom videoconferencing has an impact in students' speaking ability	5, 6, 8, 9, 10, 11	42,15%	31,37%	26,96%

Based on table 4.3 above, the majority of respondents had shown that students' perception in the context of the utilization of Zoom videoconferencing in the speaking class had a positive impact, especially in their attitude (48,23%) and speaking competence (42,15%). The students considered and enjoyed the utilization of Zoom videoconferencing in their learning activities. Secondly, the rest of the respondents had different perceptions that Zoom could not provide their learning activities in improving their skill in speaking.

Afterward, the researcher served the close-ended questionnaire's results, the researcher conveyed the discovery of open-ended questionnaires. The researcher made use of open-ended questionnaires to strengthen the data of close-ended questionnaires and dig the information deeply from the participants based on their experience relating to the issue. The open-ended questionnaire asked students about their perception of using Zoom in speaking class and the benefit of using it.

In the first question in the open-ended questionnaire, 50% of participants mostly gave positive perceptions when they were asked related to their perceptions about using Zoom videoconferencing in improving their speaking ability. For example, the confidence develop significantly when asking the question to teacher and practicing speaking ability in front of the class as participant number 2 reported. Then, Zoom videoconferencing impressed them with the decent quality of voice and video in Zoom that allow her to listen and see vividly on her teacher even through the screen. Thus, the valuable of Zoom was proven for sharpening

their understanding in speaking and skill by knowing that "Do you agree with…?" is the correct expression to ask someone's opinion.

Moreover, respondents stated that Zoom has a similar atmosphere as a face-to-face classroom hence Zoom's features make the student feels like they are in a direct classroom as the teacher uses a whiteboard and shared screen to explain the material, using a breakout room for discussing and practicing the dialogue in a group or pair work, and using chat to ask the question for the teacher. Shortly, the answers of participants represented the majority positive perception of a student of the utilization of Zoom videoconferencing in improving speaking ability.

Furthermore, the second question in the open-ended questionnaire stated that 78,43% of respondents agreed that they feel the great advantages after they utilized Zoom videoconferencing in improving their speaking ability. For instance, the raise hand feature is such an important feature that helps the student before asking about the missed material to the teacher. Later, students can turn off the microphone every time the teacher explains the material, so that students can focus on the lesson. As a result, participants' speaking abilities gained expressively such as fluency and vocabulary building. Last, Zoom has impressive flexibility which allows the student to learn speaking lessons without any restriction on time and place. Although the students were sick and quarantined in the hospital, they could still attend to the Zoom class. Briefly, the benefits of Zoom videoconferencing in improving speaking ability were mostly positive.

5. DISCUSSION

This discussion section is where the researcher interpreted and discussed the result of data after the findings have been conveyed before. Most undergraduate students give positive responses about the utilization of technology for online learning because it has an important role to assist teaching and learning during distance learning (Erliza and Septianingsih, 2022; Istiqomah, 2021). Moreover, as data shown in the findings, the EFL's college students responded positively to utilizing Zoom videoconferencing in improving speaking ability in the context of attitude and English speaking competence which has been verified by a huge amount of percentages in the close-ended questionnaire's result. Furthermore, the open-ended questionnaire uncovered that the utilization of Zoom in improving speaking skills provides more positive attitudes and gives myriad advantages in learning.

Based on the close-ended questionnaire's discovery, the researcher found mostly the students viewed Zoom as impressive in developing their positive attitudes (48,23%). The researcher assumed the utilization of Zoom videoconferencing was common among college students amidst the COVID-19 pandemic, such as the students feel more confident and active when asking the teacher about the material, having a discussion in groups, or pairing or speaking English with others in a class. Students have their chance to own their meaningful interaction in Zoom class in the form of audio and visual. Also, the students feel their motivation gains significantly in learning and sharpening their speaking ability such as they feel high-spirited when the class is conducted. The student also can manage their time well hence they come to class in the exact time. This finding is in the same line as Risma (2021) that Zoom videoconferencing brings a worthwhile effect on developing students'

activeness and motivations in improving speaking ability hence the students have their eloquent contact towards Zoom videoconferencing. Also, Bawanti and Arifani (2021) stated that Zoom is an efficient virtual classroom for raising students' confidence and activeness to speak English in class and creating effective communication between teachers and students or students and students. The student also has the audacity to ask the teacher and speak English in class. Furthermore, Shodik (2020) discovered students have great motivation and strenuous audacity to learn to speak in class immediately. Shortly, this first finding has proven that Zoom gives myriad advantages to activate students' positive attitudes in improving speaking ability, such as they are more active and confident to express their notion towards speaking in English in class.

Next, their responses towards the utilization of Zoom videoconferencing which have an impact in improving their speaking ability were good based on the student's perception in the close-ended questionnaire (42,15%). The researcher assumed that students feel their speaking ability sharpened significantly with the utilization of Zoom videoconferencing hence it was an efficient virtual-based classroom to learn. In Bawanti and Arifani's study (2021), they discovered that Zoom has a positive impact on improving students' speaking skills, such as the student can remember the courses easily and gain a lot of vocabulary. Shodik (2021) also revealed that Zoom develops students' speaking ability impressively hence their understanding skill level and vocabulary has been sharpened well. In conclusion, it uncovered that students' perceptions were impressive in the context of speaking competence of the utilization of Zoom videoconferencing. Besides Zoom improving speaking competence, it also developed students' vocabulary building and grammar. Additionally, the result of the open-ended questionnaire was 50% of students agreed to own their good perception and 78,43% of students agreed that they feel the great advantages after they utilized Zoom videoconferencing in improving their speaking ability. Therefore, the utilization of Zoom videoconferencing in improving speaking ability was significant to college students in Jabodetabek.

In short, the regulation for teaching and learning online brings many good things and it has no significant impact on the students whether in rural or urban areas because it can be classified as effective online learning during this pandemic if the teacher uses synchronous learning, such as using Zoom Videoconferencing (Septianingsih and Erliza, 2021). In addition, the teacher tries to find new methods in delivering educational activity carrying on, for example by inviting students to discuss and giving a direct explanation, and the teacher can make an authentic assessment in speaking by recording themselves for improving their speaking skills (Sari, 2020; Sumardi et al, 2020).

6. CONCLUSION

This dissertation has impressively revealed the result of student's perception of the utilization of Zoom videoconferencing in improving speaking ability was positive in two main sections: attitude and speaking ability. The findings vividly uncovered that 48,23% of students have a nice perception that utilizing Zoom videoconferencing to improves their speaking ability and can raise students' attitudes compared to neutral (32,54%) and disagree or strongly disagree (19,80%). Later, it also conveyed that 42,15% of students own decent

perception of utilizing Zoom videoconferencing in improving speaking ability can sharpen speaking ability compared to neutral (31,37%) and disagree or strongly disagree (26,96%). In short, the close-ended questionnaires of this dissertation discovered that majorly students have a positive perception of the utilization of Zoom videoconferencing in improving speaking ability. Therefore, they felt that the arrival of Zoom videoconferencing amidst the COVID-19 pandemic aims them to sharpen their speaking ability efficiently.

This dissertation is also supported by the open-ended questionnaire's result that the result shows that 50% of students have a positive perception of the utilization of Zoom videoconferencing in improving speaking ability. Therefore, it can be summarized that improving my speaking ability with Zoom videoconferencing was good and efficient. This result showed that Zoom has an impressive impact on sharpening students' activeness and confidence hence students can speak English confidently and build decent interaction with the teacher and other students in Zoom. Students also felt comfortable learning with Zoom which has several features such as a whiteboard, share screen, chat column, and raise hand which is created as same as a face-to-face classroom. Later, 78,43% of students asserted that they felt the advantages of the utilization of Zoom videoconferencing to sharpen their speaking competence. This result indicated that students utilize the Zoom features based on their needs; for example, utilize the raise hand feature before asking the teacher, thus the teacher notices the student. Also, the teachers ask students to turn off their microphone during the class, so the students can concentrate to learn and understand the speaking material. Lastly, another benefit is that Zoom is flexible, thus students can learn anytime and anywhere. In conclusion, students' positive attitude was influenced by the decent learning atmosphere of Zoom which resembles the face-to-face classroom. Also, students felt they benefited from Zoom features to aim them to have an effective teaching and learning speaking process even amidst the COVID-19 pandemic. As the result, the utilization of Zoom in improving speaking ability was a tremendous selection chosen by 102 students in this dissertation.

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