

CHAPTER I

INTRODUCTION

In this first chapter, the researcher presents the research background, research problem, research objective, research hypothesis, research significance, scope and limitation, and definition of key terms.

1.1 Research Background

In the case of the COVID-19 pandemic, online learning has become an education new program to replace face-to-face learning at school. Technology and the internet have played a role in the development of various kinds of online learning that allow anyone to develop themselves in the field of education. According to Farinella, Hobbs, and Weeks, 2000; Kim and Bonk, 2006; Pape, 2010 (as cited in Nguyen, 2015), online learning has been made possible by the Internet, and many researchers and educators are interested in using it to enhance and improve student learning outcomes while overcoming resource constraints, especially in higher education.

Bartley and Golek, 2004; Evans and Haase, 2001 (as cited in Nguyen, 2015) said that online learning is a type of distance learning, often known as online education, that has long been a component of the American educational system and has recently grown to become the largest sector of distance learning. Online learning itself has some types of it. There are blended learning, hybrid learning, synchronous learning, asynchronous learning and fully online learning that have weaknesses and advantages. Meanwhile, the Indonesian education system gives

freedom to each region to apply which online learning strategy they will implement.

Moreover, one of the teaching media that used to run online learning is video meeting also known as video conferencing tools. According to Themelis and Sime, 2020 (as cited in Ferdig et al., 2020), video conferencing can help online learning and teaching by allowing teachers and students to support, watch, and communicate with one other from anywhere. Based on this understanding, online learning activities between teacher and student can be conducted through video meeting without the need for in-person encounters.

Aside from that, the level of education influences how students think, how teachers teach, and how media is used. Elementary school is different from junior high school, as well as junior high school is different from high school and college. At their respective levels, both teachers and students certainly have their difficulties. They need platforms and media to support communication in delivering material, developing skills, achieving indicators, and socializing. As a result, video meeting is a popular type of teaching media for virtually meeting people who are geographically separated.

Video meeting also known as video conferencing tools is a technology that can make people meet virtually only by devices such as smartphones, laptops, tablets, etc., which in this era most people use as their daily responsibility. On the other hand, the educational environment also uses some kind of video meeting to conduct learning and teaching activities. In line with Wiesemes and Wang, 2010

(as cited in Candarli & Yuksel, 2012) students can use video conferencing to experience and analyze sociocultural learning and teaching interactions within the framework of sociocultural theory. Due to this, students can still engage in social interaction and actively participate in the learning process.

Therefore, in English language teaching in junior high school, educators face new challenges to meet the learning competence in online learning. According to Kuswoyo (2013); and Yuniara et al. (2020) in Siregar & Utami, (2021), junior high school English instruction places more emphasis on mastering the four standards of competence or the four language skills, such as listening, speaking, reading, and writing, without taking into account the ethical values contained in those four language skills. Then, Harahap et al. (2015) supported that students believe English is challenging, especially in speaking, they don't find it attractive to study it. In that case, students already struggle with English language skills. They may not have a wide vocabulary, thus they may tend to remain silent and even avoid speaking or answering questions from the teacher (Harahap et al., 2015). Hence, the researcher conducts a study to find out whether students' speaking skill can increase during online learning by using video meeting.

Above and beyond, the researcher will conduct a research at the junior high school students. SMP N 3 Bojonegoro which located in Jl. Raya Dander Km. 07, Bojonegoro, Jawa Timur is selected as the research setting in this study. The school is chosen by the researcher with the consideration that the school is close to the location where the researcher lives. Also, the school is a school that is in the process

of developing itself in terms of facilities, the curriculum used, and also the learning environment.

Furthermore, after have a discussion with the English subject teacher, the researcher found out that there are several problems in students' ability to achieve skills, including speaking. Students have difficulty expressing and understanding the material on how to speak properly in English with the obstacle of not being able to meet face-to-face. Before the pandemic, students also usually have difficulty speaking due to lack of confidence, less motivation, and other reasons. In that case, the researcher proposed to conduct a research in the online learning by using video meeting as the media that could help the students and the learning process effectively.

Along with that, Marhamah et al. (2022) conducted a research entitled “An Investigation on Using Teaching Media in Teaching Speaking Skill”. The research is intended to find out about the types of teaching media a teacher used to teach speaking skill and the challenges teacher faced while doing so in first grade of senior high school. The research has found that zoom meeting which categories into video conferencing become one of teaching media that generally used by teacher.

In addition, a research with title “Improving Student Speaking Skills Through Zoom Application” that conducted by Fakhruddin (2020) studied how the use of zoom can improve speaking ability of English study program students in the fourth semester of Majalengka University. Afterwards, the study discovered that

zoom meeting can improve students' speaking skill which the increase in speaking achievement indicates that students' speaking abilities are improving.

Meanwhile, Zulfikar (2020) in his research with title “Effectiveness of Using Zoom Media for Learning During The COVID-19 Pandemic” which investigate the effectiveness of using zoom for learning discovered that zoom meeting usage for online learning is still deemed "less effective" in primary schools, specifically at SD N 117 Leppangeng Bone. Then, this study also discussed the various triggering factors that led to the ineffective usage of zoom. However, plenty of others also express gratitude and support.

Based on the research results above, each research has its finding related to online learning media that used during pandemic to enhance students' performance in learning purposes. Those research also conducted in different level of education. However, those research have not found how effective the use of video meeting in online learning is in the aspects of improving students' speaking skill in junior high school students. Besides, a research by Zukfikar showed that the usage of video meeting is less effective. In this study, the researcher is intended to find out whether the use of video meeting as an online learning media is effective or less effective. Furthermore, this study specifically conducted to focus on the speaking skill of eight grade students.

In that case, this study aims to examine the effectiveness of video meeting as teaching media to increase students' speaking ability, specifically of eighth grade at SMP N 3 Bojonegoro. The researcher takes 8th graders as subject population in

this study because they are in a good grade between 7th and 9th grades students, also as the recommendation from the English subject teacher. Hence, the researcher is decided to conduct a research entitled “The Effectiveness of Video Meeting as the Online Learning Media to Increase Speaking Ability of 8th Grade Students at SMP N 3 Bojonegoro.”

1.2 Research Problem

Research problem that the researcher formulates in this study is presented below:

1. Is there any effectiveness of students speaking ability taught by using video meeting as the online learning media?

1.3 Research Objective

Based on the research problem, the objective of this study is as follows:

1. To dig out how effective video meeting as an online learning media to increase students speaking ability

1.4 Research Hypothesis

In this study, the researcher is decided to undertake a research to discover how effective video meeting is as an online learning media to increase students speaking ability. Hence, the following alternative and null hypothesis are made:

- a. Alternative Hypothesis (Ha): There is effectiveness on students speaking ability by using video meeting as the online learning media.
- b. Null Hypothesis (H0): There is no effectiveness on students speaking ability by using video meeting as the online learning media.

1.5 Research Significance

1. Theoretical Significance

This study is expected to give a contribution to English as a Foreign Language (EFL) teaching and learning by presenting evidence of data regarding the effectiveness of using video meeting as teaching media to increase students understanding, especially in terms of improving speaking skill during online learning. The researcher also hopes that this study will help other researchers to develop the previous study related to EFL teaching and learning.

2. Practical Significance

The researcher hopes that this study can be very useful for teacher and another educator in a learning process by knowing the appropriate teaching media through online learning to increase student's English skills ability especially in speaking skill.

1.6 Scope and Limitation

In this study, the researcher focuses on how teaching media using video meeting during online learning can increase students speaking skill at SMP N 3 Bojonegoro in academic year 2022/2023 as the scope. The school is addressed at Jl. Raya Dander Km. 07, Bojonegoro, Jawa Timur. Additionally, the limitation of this study is eighth grade students of SMPN 3 Bojonegoro which taught by video meeting. Furthermore, the learning material that is taught for students in this study is a transactional interaction texts related to actions or events that are being

performed or occur when spoken. Besides, students are taught to share information and learn to communicate situations and events in progress with others.

1.7 Definition of Key Terms

To avoid misunderstanding, definition and key terms are given by the researcher as follows:

1. COVID-19

COVID-19 or Corona Virus Disease 2019 is a kind of virus that against respiratory system and may be dangerous at the same time because it is exposed human by human droplets. In line with that, Ariebowo (2021) stated that Human-to-human infection is a feature of the new coronavirus that droplet transmission happens when a person remains in close proximity (within 1 meter) to someone who is coughing or sneezing. In this case, the researcher wants to take an opportunity in this study by conducting an experiment.

2. Online Learning

According to (Efriana, 2021), online learning refers to the use of internet-based technology elements that are heavily dependent on the availability of information technology. The researcher also stated that it is a program for organizing online learning classes to reach a large and diverse set of students. In line with that, this study conducted through online while learning process.

3. Teaching Media

Teaching media helps teachers and other educators a lot in conducting teaching and learning process. Teaching media used by teachers to promote students' motivation because it was one of essential parts of success in learning process (Wirawan, 2020). In addition, Arsyad, 2015 (as cited in (Silmi, 2017) stated that there are six groups of teaching media such as human media, printed media, audio media, visual media, audio-visual media, and multimedia. In that case, the researcher uses multimedia based internet in this study as media to measure the effectiveness of video conferencing to increase students' speaking skill.

4. Video Meeting

Video meeting or video conferencing is a tool to help us meeting virtually. According to Rouse, 2016 (as cited in Upshaw, 2019), video conferencing is a technological device that allows people to connect to others all over the world and communicate using synchronous video and audio free through an internet connection with suitable bandwidth and video conferencing software. Therefore, the researcher uses video meeting as a tool to facilitate students learning media in this study.

5. Zoom Meeting

Zoom Meeting is an application and a tool which make us easier in applying face-to-face learning. Apparently, not only learning for students but also a lot of other activities. Zoom meeting has several features, such as annotation tools, polls, breakout rooms and video and screen sharing that

also allow students to do a communicative language learning through the use of authentic language instruction in interactive synchronous classes (Kohnke & Moorhouse, 2022). In that case, the researcher use zoom meeting as learning media in this study to engage and do the learning process with students.

6. Speaking Skill

Speaking is included into one of “macro-skill”. Those “macro-skills” or usually stated as the four language skills are listening, speaking, reading, and writing (Aydoğan & Akbarov, 2014). Speaking support students to make a communicative learning one another to achieve some goals in a learning process. Therefore, this study tries to increase students speaking skill by implementing video meeting as media. Hence, the students have opportunities to develop their skill and use what they learn in a real-life.

