

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

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Abstract

Key words: speaking ability, video conference, zoom application

this research aimed to take part to do the research with the different reason and the aim. The gaps in this current research is using online conference video media, to teach the students in senior high school, in the middle of virus pandemic period, especially in Indonesia. With the target of ability is speaking ability with supported by “zoom” conference video online as media which has function to improve the eleven grade form one of Senior High School two Jombang (SMAN 2 JOMBANG). And the result will be measured by knowing the increasing speaking ability score between students who use the online video media or not. Research problem here is to know How Can Zoom conference video application as alternative media are able to improve the student’s speaking ability for eleven grade at senior high school two jombang east java. the research objective here is This study tries to improve the effectiveness of Zoom conference video application as alternative media for student’s speaking ability at senior high school two jombang east java.

In this research applied Classroom action research to conduct it. By combining role play and think pare share learning method in applying during the research. And the next applying the two cycles, the researcher set up some actual ways to improve the speaking skill and the ability of eleven grade students at Senior high school two Jombang. with zoom conference video media. For the First, Actions using the "zoom" application are expected to be able or even more able to attract students' attention and also be able to motivate them in the teaching and learning process, especially in the pandemic era.

Based on the application of the "zoom" application, it is hoped that it will be able to build a fun and attractive atmosphere, as well as add to a new teaching and learning experience on the demands of an online learning system.it can make the atmosphere in learning more fun and interesting. so that the students became more enthusiastic to show their mental condition. This method is believed to be more effective and suitable to make them have good self-confidence. The results of this study agreed with the increase in students' posttest scores. as a reference indicator shows which student's score for the Grammatical skills = 2.7, The Vocabulary = 2.6,

Comprehension ability level = 2.6, fluency in speaking = 2.8, pronunciation skills = 2.6. it will answer or continued by showing posttest score after implemented Zoom as media in improving student's speaking ability. The score is the Grammatical skills = 3.4, The Vocabulary = 3.3, Comprehension ability level = 3.5, fluency in speaking = 3.3, pronunciation skills = 3.5. from those data are able to said there is improvement for student's speaking ability by using Zoom as alternative media and supporting media.

Introduction

One of the four language skills that students must master in learning English, one of which is speaking skills. Agreed with the statement about it is Graunberg, by his statement said that, Grauberg (1997: 201) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language.

From Grauberg statement above it has similar means which one, speaking in actual condition must be applicative in applying it. Every student must be able to use or moreover make it be habitual consumption in school activates, where the students do an active or passive instruction in learning process. Harmer (2001: 269) mentions that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'. Speaking is needed to convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English. From statement above bring same statements which one, to catch the target goal that is fluent in speaking process during communication with others, practicing and do some alternative treatments to make sure that the massage of communication can run well and understandable by communication partner.

Speaking also has become an important part in human life, especially in communication activity from one person to the other people. Many people, especially the students in this context, they use their speaking skill in order to be the communication way with others, it can run well by using it. Speaking also is the one of four language skills that take a serious item to be mastered. Especially in learning, here the researcher focuses on EFL learning, of course students do not simply use it in an environment that uses English. English become an important part of being studied more as a school subject, become another additional subject in the formal education environment at school. As a result, in an environment that does not use English to actively communicate, the students who have a low mentality in using or practicing their speaking skills to practice and moreover to speak English outside their school environment. from the statements before, the researcher tries to make sure the student's speaking skill in learning process which are they have. This can be improved by using some innovative learning media as alternative media in conducting research with the aim of improving students' speaking skills, and here the researcher decided to use the "Zoom" video conference application.

By using that video conference application, it can be the alternative way to solve the problem in speaking skill. Using "zoom" are able to increase the self-confident motivation, if we use only video, is talk about only one individual with the individual. But with this application "Zoom" that the researcher means, it can enjoy or apply with more than one users, because "Zoom" conference video application usually takes a part in a situation that really impossible when someone will make a discussion, but without do a direct meeting in that time. So from this application media, the researcher will try to give the new experience and alternative solution that always be the problem in increasing student's speaking ability for the students in general problem, that's building their

self-confident motivation by this video conference media application. During the pandemic period the researcher hopefully, by using this video conference media application can give the better way in increasing student's speaking ability. And also, even there is some applications used in education system to support learning teaching process keep going. The researcher chooses it become the application media during this pandemic period, it because, that video application is popular, easy to use, and can enjoy with more than two users in applying.

Continuing the statement above, In the last of the year two thousand and nineteen, the world had been infected by international epidemic, it called *Corona* virus. All sectors feel the worst negative effect of it. We can say those sectors are, economic, law, politic, education, and so on. Here the researcher tries to focuses in education sector, because it's going to be the basic background of the researcher conduct this research. English will be the target focuses also during this research do.

As we know that, educational system gets the serious effect from that pandemic, here the researcher tries to give strength of the focus that is in Indonesia educational system. It can we show from the activities of the students and the teacher, general education cannot run well as the normal as the normal situation before the pandemic spread in every parts countries in this world. The students cannot focus to get the lesson. the teacher cannot deliver every knowledge that needed by the students as the object in educational system. English here becomes the specific component to be research.

The good information comes from revolutionary application media. they still fight during the epidemic infect. As an example here, the researcher takes one of the alternative media, to be a facilitator during educational system done in pandemic period. It can we called with *Zoom* video conference application, via this video application, the researcher hopes, it can improve their speaking ability.

Speaking ability also be the important part during the research done, the researcher tries to build up them to be mastering speaking skill well. Grauberg (1997: 201) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language. From those statement the researcher is able to explain in different language, speaking skill must be the important skill to be mastered, it because the aim of the studying English itself or other languages are able to speak in front of formal or informal situation, here, we focus in the class area, it because, the class will be the place of students do the activities in educational system.

The previous studies have done the research about applying video as an alternative media for become the way or option to improve their English speaking ability. For the first study had taken by using title for the research "*the effectiveness of using video in teaching speaking for the eighth grade students of SMP N 1 Manisrenggo*". Here, this research had been done by the researcher which has an initial name is Bunga in (2013). In her thesis the researcher, she took an object from eight grade from junior high school level, the conclusions of his research indicate that. "It was found that there was a significant difference in speaking ability between grade VIII SMP students who were taught using video media, and compared with grade VIII SMP students who were not taught using video media" and this shows the accepted results. And another previous researcher that had been done by Coki as the initial name of the previous researcher (2015) with its focus and objective of action research studies is to improve the speaking skills of students in the classroom seven grade by using video also. And the latest previous study was done by Ruby Vardien (2018) with her focuses in how can Videoconferencing "zoom" as the media Developing

Students' Communicative Competence for The thirty EFL participants (levels C1 and C2) were divided into two groups, experimental (n = 18) and control (n = 12). The latter performed their bi-weekly tasks in their face-to-face classes, and whilst the former engaged with their partners via videoconferencing. The results of this research showed that using zoom application conferencing video in the teaching and learning of speaking aspect and the communicative competence was proved to improve the The thirty EFL participants speaking ability, depend on her research.

After several researchers have shown their research result and the process above. Here the researcher wants to take part and give a little bit improvement during act or finished the research with the different reason and the aim. The reason and the aim in this research are to show the maximum used in using conference video application "zoom" as media and supported by using some education method during pandemic. And the gaps also in this current research is using online conference video media, to teach the students in senior high school, in the middle of virus pandemic period, especially in Indonesia. With the target of skill is speaking with supported by "zoom" conference video online as media which has function to improve the eleven grade form one of senior high school in Jombang. And the result will be measured by knowing the increasing speaking ability score between students who use the online video media or not. So that's why the researcher want to conduct the research entitled ***"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.***

METHOD

Research design

This research is a classroom action research. Greenwood & Levin (2006: 3) define action research as social research carried out by a team that encompasses a professional action researcher and the members of an organization, community, or network who are seeking to improve the participants' situation.

After knowing and reading the definition above, the researcher can give the statement that action research is an action. The action that the researcher have said before, it has the goal to bring one or more positives or significands improvement, here will be focused especially in education as the object of the research, and here as the object are the students itself. It's also able to draw as a research, which is carried out or applied in research because it is needed to collect and analyze data. Finally, from the description above it has the meaning of collaborative, collaborative meaning where the researcher conducts research, and carries out the activities that will be given therein, is applied together with the English teacher who teaches in the classroom, and participants are asked to study what can be obtained and improved in learning in the classroom. From statement above also, the researcher decided to used Classroom Action Research to be the research method here.

In conducting this research, the researcher focused on the process, in improving students' English language skills, namely on some eleventh grade students at SMAN 2 Jombang (Senior High School Two Jombang) by using video conference as an alternative media application during a pandemic. because it is impossible to do face-to-face learning with students like normal days in general, therefore with virtual communication assisted through the application. This research was conducted in the form of collaborative classroom action research. This research was conducted jointly by involving a native English teacher who taught the students and also some eleventh grade students at SMA Jombang. (Senior High School Two Jombang)

Setting and subject of the study

In this research, the study conducted through collaboration class room action research with the teacher of English subject, because the researcher thinks that, when the researcher does the research with the teacher as the collaborator in this study, it will be easier to get more valid data, it because the teacher has known the students' characteristics and ability more than others. so the researcher can prepare better instrument for this research. In this case, the teacher applied Zoom video conference application as the main media in teaching, and also it given by giving the instruction during give the speaking lesson in the teacher house or the researcher's house. and then students will respond to continue all the instructions that have been given by researchers and teachers as collaborators through the application of the video conference application "Zoom" in each student's house. Meanwhile, the researcher checked the observation checklist based on the teaching and learning process carried out.

Subject of the study

in conducting research, researchers only focuses to apply the video conference application media as the alternative media during the covid-19 infected. Special object of this study are some students of eleven grade at senior high school two jombang, east java. With focuses to improve the student's speaking skill ability although doesn't do a direct meeting, because of corona pandemic. So that, the subjects of this study are only the students of eleven grade at Senior high school two Jombang east java that consist 32 students with 20 females and 12 males.

Research procedure

In this section, the researcher collected the data from English teacher in her house and the school, it brought mission to know the previous score before doing the action by giving the pretest. After knowing the score and the problem during act the application or media, researcher arranged the steps of research procedure, as follow:

1) Planning the action

In this step, researcher prepared all of elements that was needed in implementing the action into several step. Those were:

2) Designing the plan

In this step researcher designed lesson plan that focus on speaking skill, which relate to the material of the school, and don't forget using "Chains Zoom" as a strategy in teaching learning process.

3) Developing research instrument

a. Observation checklist

In this step, Researchers used the observation checklist to find out how the results obtained on student activities during the application of "Zoom" in the teaching and learning process. The activity here is called student participation.

b. Test

Next step was Test, here the researcher used test to know student's ability in Speaking to get score. Besides, test was used to know the students' improvement through "Zoom" video conference application media, here it is as the main media in this study.

4) Implementation of the Action

Researcher applied the Video conference "Zoom" to improve students' speaking skills. Words, sentences, and sounds used or spoken by students using "Zoom" during the teaching

and learning process using video conferencing applications. Here the teacher was going to start the communication by using “zoom” for the first. Some instruction and discussion will have opened in the early and in the beginning of the applying video conference meeting.

Not only that, in the same time also, the researcher takes a part to collect what are needed in this study, while the process of the study by using video conference media ongoing. Here will show The steps of teaching learning activity that focus on mastering Speaking ability as the implementation of the action, are:

1. The Teacher Divides students into groups or pairs. One group consisted of 4 students from a total of 32 students in the class, so here the researcher will have 8 small group. Those small group will do the learning process by using “ZOOM” video conference application as the main media during conducting the research next.
2. Teacher explain the rules and method which is used the video conference application to the students before starting the online learning process.
3. Teacher give a theme to the students what they have to focus and practice the material maximally.
4. Teacher gives specific time to do the activities by using video conference application.
5. Teacher asks students to act what they must to do after understand the instruction and the rule while apply “Zoom”, while the teacher and the researcher taking a time for maximally collect the data which is need in conducting the research.
6. Teacher evaluate the student’s English grammar, pronunciation, vocabularies and others
7. Teacher gives reinforcement

5) *Observation*

- a. Kinds and source of data:

Source of data of this research is used score and student’s response. Score is gotten from evaluation in the end of the action. Student’s response is gotten during the implementation of “Zoom” video conference application in teaching learning process.

6) *Data Analysis and reflection*

The researcher will analysis the data based on the criteria of success. To get students’ score in average, researcher uses mean to analysis it. To know the students’ response. The researcher makes a rubric. **After doing the first cycle, the data that is gotten are reflected.** When the criteria of success have not been achieved yet, the teacher and the researcher will revise the plan for the next cycle. However, when the data received has reached the criteria of success have been already achieved, the research will be stopped.

7) *Reflection*

At the same time with the collaborator, here is the main teacher, the researcher had made several reflections on the implementation during the action. Reflection is carried out by interviewing several students while collaborators correlate this with their responses to the implementation of the action. And the results of reflection indicate the success or failure of these actions in improving students' speaking skills. Effective actions will be applied again in the next cycle, but actions that are not effective will be corrected in the next cycle, in order to solve the existing problem.

8) *Performance Indicators*

in this part, the researcher will focus to the progress of the students score, especially eleven grade, which are in the bored situation to adapt the difficult situation in learning study, by improving the latest score of students gotten, and compare it by the new score gotten during the research applied. Increasing student's score is the target of the goal.

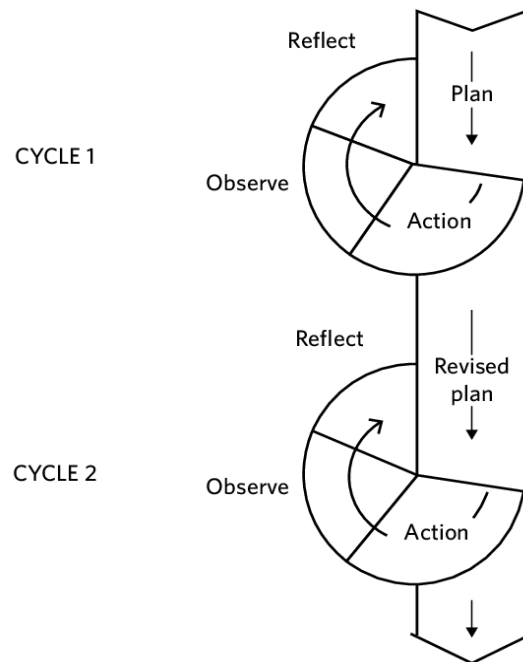


Figure 2. an overview of the Classroom Action Research Model based on Kemmis and McTaggart (1988)

The research method used in this research is Classroom Action Research. According to Arikunto (2006) in Astuti (2013: 22), "Classroom Action Research (CAR) is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class simultaneously". So in Classroom Action Research the teacher must go directly to the field in this case the class, to examine all the activities carried out by the students during the learning process. Those all aims have the target or the goal to solve problems or improve the quality of learning in the classroom. The action that was intentionally raised was given by the teacher or based on the teacher's direction which was then carried out by the student.

Data Collection Technique

Identify Problems in the Field

To provide a clearer understanding of the classroom action research process, the following is a description of the steps in the application of classroom action research recommended by Kemmis and McTaggart (1988) with some modifications which will be presented as follows:

1.1.1 monitoring

beginnings The research process begins with formulating problems that have been identified and found in the field. To identify problems in the field, the researcher took action, namely observation and also conducted an interview with the English teacher and students. Observation activities are carried out not only in one meeting, but observation is carried out in four main meetings. The first observations were start on 13th August 2020, being continued in doing the action in cycle I on 19th, and 21st, august 2020, and will act in next cycle on 16th, and 18th, September 2020. Problems in the field that occur during the teaching and learning process can be seen in Table 4.1.

1.1.2 Identification of problems in the field

From the observation and interview activities, it was seen that there were many difficulties in the teaching and learning process in the eleventh grade of SMA Negeri Dua Jombang from students of the Science study program. East Java. The problem is correlated with teachers and students. To make it easier to analyze every problem found in the field, researchers show it through the following table.

Table 4.1: Finding Problems in the Field During the Teaching and Learning Process

No	Problem Discovery	The Indicators
1	Students here are known to have low motivation to learn and speak English	1. One or two students didn't respond well even instruction and action activities that had given by the teacher. 2. Some students who are passive students do not do the assignments that have been given by the teacher.
2	The students here are known to have difficulty following the lessons.	1. following online class lessons. The teacher in the online class has explained the material more than once. 2. From these results the students showed the wrong answer responses when the teacher asked them questions.
3	The students here were didn't have enough self-confident and also they were afraid to speak in English	1. The other students still kept silent when they were asked by the teacher with still in the content of the lesson. Some of them showing unconfident in active speaking even direct or indirect communication. 2. In other conditions, when the teacher asks students why they are silent when actively speaking in TL during the process, They gave a statement that they lost confidence during the activity and are still working mistakes also during did and active communication by using English in publics or in front of their friends at school.
4	The ability of students' vocabulary mastery still tends to be low.	1. Students give questions to the teacher, it aims to ask for help translating some words in English that they do not understand.

		2. Some of the students kept silent when the teacher asked them to give the meaning of some English words.
5	Some students were not familiar with the Virtual English classroom in the English teaching and learning process.	1. Some of students, active to ask some way during applying the video conference media as the main media in learning process. 2. There are some miss understanding during applying the video conference, or the researcher give more than one explanations during applying the virtual English learning process.
6	The creation of English teaching and learning activities in the classroom that are deemed less attractive.	1. Even the educator brings the others media to support in learning process. But the way in completing the duty was so monotonous and didn't give the motivating way in teaching process. Those ways were so boring situation.
7	The teacher used a little technique during applying for speaking class activities in English class.	1. One of the teachers did not use innovative technique during did the learning process. 2. The teacher only gave the duty of the students.
8	Teachers do not provide more opportunities for students to practice English orally.	1. Some teacher less in giving focuses in speaking activities during they thought in class. 2. The teacher only focused in text book only, during drill the students speaking ability.
9	The teacher seldom gave the students an innovative media , in order to increase students' interest and motivational media during the teaching and learning process	1. Some teachers only used text book, so the students didn't have enough speaking ability in school.
10	The English teacher still be the central of educational environment in class or, during the lesson.	1. Some teachers often only gave the definition of the lesson, and instruction task which was focused on the teacher, without motivated the student's more active during the lesson, especially in speaking ability.

Data Analysis

Table 4.2: Student Pre-test Average Score

Indicators	Mean Scores
Grammatical skills	2.7
The Vocabulary	2.6
Comprehension ability level	2.6
fluency in speaking	2.8
pronunciation skills	2.6

The Result of implementation or action

1.2 Implementation of Actions and Discussion

1.2.1 Implementation of Cycle I

a) Cycle Plan I

In this stage, Researchers strengthen the pre-test formula and video conference application media "Zoom" so that it becomes a realistic way in Cycle I. Then the researcher plans or makes a formula that will be used as an assessment instrument of the *Lesson Plan* and learning materials. After that, researchers and collaborators held discussions that focused on lesson plans and teaching materials by studying the suitability of the syllabus. The pre-test planned is in the formula when carrying out a simple dialog. Students are instructed to carry out a dialogue using the "Zoom" application in pairs, and it is carried out in front of the teacher and friends. While waiting, the researcher and collaborator provide notes on the performance of students using a previously modified rating scale. The initial test is the goal in gathering information about students' current speaking skills.

Table 4.6: Students' Average Score in Cycle 1

Indicators	Mean Scores
Grammatical skills	2.9
The Vocabulary	2.7
Comprehension ability level	2.8
fluency in speaking	2.9
pronunciation skills	2.7

1.1.5 Implementation of Cycle II

a) Cycle Plan II

By knowing the results of the assessment and some references for Cycle I, the researcher, accompanied by the English teacher, made several efforts as an action to solve the problems found, at the same time it was hoped that they could improve teaching and practice in English speaking skills. From the results of the conversations that have been carried out with the English teacher, the actions or steps that have been taken in the first cycle are still maintained. it attempts to be used again in cycle 2 with some revisions and improvements. However, to solve problems related to fluency in speaking, the English teacher and researcher ensure that they provide feedback on students' actions, namely by analyzing the language used during the activity process using the "Zoom" application. and build more practical speaking activities in English. whether in rules, pairs, or individuals to build or develop students' ability to speak correctly and fluently.

Table 4.9: Students' Average Score in Cycle 2

Indicators	Mean Scores
Grammatical skills	3.4
The Vocabulary	3.3
Comprehension ability level	3.5

fluency in speaking	3.3
pronunciation skills	3.5

The Analysis of the Data

The Result of Speaking Test

The application of the "Zoom" application as a medium and add-on action has produced good results and can also be said to be successful in improving students' speaking skills during the two cycles of application. With these results it can be concluded that from the application of observation activities in the teaching and learning process, as well as from the results of interviews with students and collaborators. Besides that, it is also an additional way to support research objectives.

After understanding and knowing the results of the pre-test and post-test students' speaking ability. New methods and innovative media during online classes in the pandemic era have succeeded in improving their speaking skills and have been accompanied by the selection of interesting invitation materials in the form of a dialogue. In this speaking test, students are asked to create and perform using simple dialog texts through online classes using the "Zoom" application. The material given is outlined in a handout, then students are asked to choose one of the topics provided. They have to make a simple formal or informal invitation text, and after that display the results in front of the online class, it is done to be able to assess the speaking ability of students in the pre-test and post-test, researchers and English teachers use a rubric that involves four aspects, they are, speaking, like fluency, accuracy, pronunciation and intonation. The students' speaking scores on the pre-test can be seen in the Appendix. While the summary of the pre-test results can be seen in the table above.

Table 5.1: The Result of the Students' Speaking Abilities in the Pre-test and Post-test

Indicators	Pre-test result	Post-test result
Grammatical skills	2.7	3.4
The Vocabulary	2.6	3.3
Comprehension ability level	2.6	3.5
fluency in speaking	2.8	3.3
pronunciation skills	2.6	3.5

By knowing the results from the table above, it can be seen that each indicator used to measure students' speaking ability has increased.

Conclusion and Suggestion

Conclusion

Classroom action research in this study was applied to the eleventh grade students of SMA Negeri Dua Jombang "*Senior High School Two Jombang*" as the favorite high school in Jombang. The implementation was started and carried out in August 2020, to be precise in the first semester of the 2020/2021 school year. This study aims to consider the improvement of students' speaking skills by using the innovative media video conference "Zoom" as a medium in the teaching and

learning process during the pandemic, when students are faced with new learning habits, namely learning online in the real world during the corona virus pandemic. Actions taken in these two cycles are effective in increasing students' motivation, confidence, vocabulary, and speaking abilities. The actions consist of using the video conferencing application "ZOOM" as a medium for text input combined with use in online English classes, think pair share, and discussion and use of role play learning methods.

With the application of two cycles during the application of the media, researchers have found several concrete ways to improve the speaking skills of eleventh grade students at SMA Negeri Dua Jombang (Senior High School Two Jombang), namely by using zoom video conference media. As a first step, using zoom is able to invite students' attention and motivation in the teaching and learning process. The use of zoom is also able to build a pleasant atmosphere, even in online classrooms and in the pandemic era like today. thus able to create more relaxed and enjoyable activities during interaction through online classes. Therefore, with creative and innovative media, students will be more interested in expressing their feelings and their ability here is to speak English directly through the help of the "ZOOM" application. This method is effective in making them more confident, as well as adding new experiences while registering for online classes.

Second, the combination of using zoom as a conference media application and also by providing selected videos or interesting videos as stimulation options, and by using or applying English language activities in online classes can make students dare to speak English either by collecting material or ordinary assignments in the application. other online media. By using the zoom application, able to make students more active in participating in group discussion activities or sometimes also provide instant comments in some cases.

Finally, adding role play can build students' confidence in speaking English. They are very enthusiastic and also enjoy these activities in front of online classrooms, even though they are still in pandemic conditions, and the main thing is that they can always motivate and develop students' enthusiasm in undergoing online learning or virtual learning.

Suggestion

The following suggestions are given to the actors and stakeholders closely associated with this research. The following suggestions are made based on the conclusions and implications of this study. They are:

For English teachers

Teachers must be aware of and know the needs and interests of students before designing learning materials in class, here it focuses on speaking skills, both face-to-face and even in online classes. Teachers need to plan effective and creative activities in practicing communicative learning activities directly in the teaching and learning process, because it can reduce stress, boredom and boredom of students. especially in the era of the plague as it is today, and it is believed that by this, effective and innovative learning is able to change the learning process that is not boring. In addition, teachers also need to provide some innovative media in the teaching and learning process in the current era, such as examples that have been applied with their merits and weaknesses, zooming as a conference media application in the pandemic era, that way, through creative and innovative media can help teachers deliver material easily, happily, and more interestingly, in today's home study situations.

For the School cavities

All school members are able to implement various efforts to improve the quality of students' communication skills, given the problems that occur in schools, especially during the online learning system in the pandemic era, for example, all school members arrange to be relevant, communicative and appropriate. creative media to support the teaching and learning process of speaking. especially in the era of pandemics and the latest new government policies for the world of education.

For other researchers

Other researchers who are interested in the same topic, are advised to continue and moreover refine this classroom action research, in order to find more and more innovative efforts to improve students' speaking skills by using the supporting application here, namely "zoom" as an innovative online media. In addition, they also have to make sure that the props used can work properly and smoothly when used. In addition, they must be more creative in designing techniques and activities to accompany online applications, so that the teaching and learning process is more enjoyable and relevant in the present era in the era of the industrial revolution and most recently the pandemic era.

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