

## **A SURVEY OF TEACHERS' PERCEPTIONS ON PROBLEM BASED LEARNING USING ZOOM APP FOR STUDENTS' SPEAKING SKILL DURING COVID-19 OUTBREAK**

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### **Abstract**

Online platform like a zoom app can be a medium that help the learning process of English run easier in a long distant class. The aims of this study is to find out the teachers' perceptions on problem-based learning using zoom app for students' speaking skill during covid-19 outbreak. The research method was a survey, the population were the teachers of Junior High School and Senior High School around East Java and the data were taken from the teachers who had experiences in implementing problem based learning strategy for students' speaking skill by practicing zoom app as the medium in distance class process. The researcher needed around forty teachers around East Java for taking a part in contributing the data in questionnaire. The data were gathered from the questionnaire and then analyzed quantitatively then presented in the form of grafical and table. The result of the research, from 40 respondents, there were 50% of the respondents knew about the characteristics of PBL, 43.21 % of them felt easy and comfortable to apply zoom app as a distance teaching and learning process, especially for students' speaking skill, 49.58% agreed that zoom app provided advantages for students' speaking skill by using PBL strategy, 48.57% of them agreed that communication and interaction in speaking class by using PBL strategy via zoom app could run well and gave positive impact for students' speaking skill, 46.43% respondents stated agree that the teachers felt satisfied in implementing PBL strategy for students' speaking skill by using zoom app. By this research, it reveals that a big parts of the teachers give a good perception at implementation of Problem-Based Learning (PBL) strategy for students' speaking skill by using zoom app during covid-19 outbreak. This strategy can be applied well in improving the students' speaking skill as long as a distance class and in a covid-19 pandemic situation.

**Keywords:** Teachers' Perceptions', Problem based learning strategy, Students' speaking skill, Covid-19 outbreak

## INTRODUCTION

The presence of Covid-19 outbreak since by the end of year 2019 suddenly change all aspects in the world includes the education aspect. It is quite shocking all people in the world, that they face a condition which never exists before where all activities are restricted locked down and full of anxieties. this pandemic which became spread in Indonesia forced the government to stop face to face learning in school. Not wanting the Covid-19 transmission to become rampant, the government through the Ministry of Education and Culture issued a circular letter for the prevention of the corona virus (Covid-19) in education unit (Sunday, March 9<sup>th</sup> 2020) and decided to move learning spaces to cyberspace. The name of the learning process is Distance Learning. After that, All the education institutions from the Elementary School, Junior High School, Senior High School and University had to conduct the learning process by daring. So this situation made the teachers in Indonesia had to think hard how to deliver the material of studying can be delivered and accepted well by the students through daring class.

There are some learning strategies for improving the students' speaking ability that can be chosen and used by the teacher. Learning strategies are very important to know by the teacher, because the good goal of teaching and learning process is depend much on the strategy used in the class. One of the learning strategy is Problem Based-Learning Strategy. Problem Based Learning is basically developed based on the theory of modern cognitive psychology which states that learning is a process in which learners actively constructs his knowledge by interacting to the learning environment which has been designed by the teacher (Hussein 2014). According to Dwi Rosita Sari, Samsul Arifin (2020) stated that Problem-Based Learning is real life experience as context of the students' media to build critical thinking and problem solving skill of fun and enjoyable strategy of English communication learning. It can develop the capability of the student in teaching learning process. The previous study is needed to affirm the study which is conducted by researcher. In this part is described some previous studies that was found by the researcher. The first study was done by Siti Khotimah (2014) on her research entitled "The Use of Problem Based Learning to Improve Students' Speaking Skill", Journal of English Language Teaching. From this research, the data showed that there were significant improvement of students speaking ability after being taught by problem based learning method. In addition, the students gave positive opinion, response, and interest toward the implementation of problem based learning method. Therefore, the students' speaking ability was increased. Based on the result of that study, it can be concluded that method gave positive contribution to the improvement of the students' speaking ability. This method was beneficial to help the students to learn to speak English in more enjoyable way. The second study was done by Gede Sutrisna and Luh Putu Artini (2020) on their research entitled "Does Problem Based Learning Affects Students' Speaking Skill and Attitude Toward ELL?", The objectives of that study were to investigate the impact of PBL on students' speaking skill and their attitude toward ELL. This study employed an embedded mixed-method design which combined one group pretest-posttest and descriptive qualitative design.. The findings of the study found that students demonstrated better speaking performance after being treated through PBL

activities. Besides that, they performed more positive behavioral, cognitive, and affective attitude toward ELL. The third study was done by Bunga Fitri Hari Setia and Ratmanida (2019) on their research entitled "Enhancing Senior High School Students' Speaking Ability Through Problem Based Learning Strategy", *Journal of English Language Teaching*. And in their research showed that Problem Based Learning (PBL) could be used as a strategy to solve students' difficulties in speaking. This strategy also offers opportunities to the students to think critically through discussion activity. But when the teachers want to implement this method, they need to consider the situation of the class so they can manage the class well. From some previous studies mentioned above, the results of the study give a good respond about the implementation of Problem Based Learning Method in improving the speaking skill of the students.

The fourth study was done by Balqis Husein, Yenita Natasya Idi, and Megawati Basri (2020) on their research entitled "Teachers' Perception on Adopting E-Learning During Covid-19; Advantages, Disadvantages, Suggestions". In their research showed that the majority of the teachers used several platforms for online home study during the covid-19. Either Single types of platforms or mixed e-learning was used to reach maximum results in instructional activity. Nine list advantages were addressed on e-learning; in the contrary, it also produced seven barriers. Additionally, the educators offered attractive and innovative ideas to solve numerous obstacles among teacher, students, and educational institutions. So from this research, the implementation of E-Learning gives positive impacts for the student and demand the teachers to make more innovative learning strategy in delivering the materials to the students. The fifth is a study which done by Dedi Hasnawan (2018) entitled "Improving Speaking Skill Through Problem Based-Learning" aimed to investigate the effect of using Problem-Based Learning on Speaking Ability of the fourth semester students of English department at state institute of Islamic Studies (IAIN), Ponorogo. The result of this study showed that after the students being treated by Problem Based Learning Strategy, students have significant improvement of their speaking skill. This strategy has some advantages, it can facilitate the students to improve their capability in speaking. This strategy also gives the students the opportunity to explore their own knowledge and give the students a chance to improve their critical thinking, creativity and imagination during doing the problem solving activity. So according to this research, Problem Based Learning Strategy could give positive impacts for the students to improve their speaking ability.

The sixth study was conducted by Prof. Dr. Yuen Chee Keong, Huussein Fahim Abdullhussein and Ahmed Hasan Mohammed (2015) entitled "Improving Iraqi secondary Student's Speaking Performance Trough Problem Based Learning Approach" *Universiy Kebangsaan Malaysia*. This research had implemented PBL approach to the 11<sup>th</sup> grade among the Iraqi Secondary Students in Kuala Lumpur, Malaysia. The research approach employed in this study was quantitative–qualitative research in the form of Classroom Action research where the researcher had employed various ways of data collection (i.e. observation checklist, field notes, questionnaire sheet and test). The classroom action research used two cycles that include planning, action, observation, and reflection in each cycles. The Results indicated that PBL approach in the context of this study was able to improve students' speaking ability and

motivate them toward better language achievement. According to the speaking performance tests in both cycles, Iraqi students had accomplished progress in pronunciation, vocabulary, fluency, and grammar. These results were validated according to two scores collected in this research (i.e. researcher and collaborator). From this previous study also indicates that PBL strategy give positive impact to the 11<sup>th</sup> students of Iraqi Secondary School in Kuala Lumpur, Malaysia. The seventh previous study was done by Ary Kustiani, Sri Surrachmi and Suad (2020), the tittle of that study was "Implementation Problem Based Learning Model Using Zoom Meeting Application". This study aimed to determine the implementation of online learning with the problem based learning model in Class V of Dempet 1 Public Elementary School. The result showed that online learning with a problem based learning model ran smoothly according to the learning tools and in accordance with the steps of problem based learning model. So in this process of learning, the students could identify problems, analyze and find answers. From some studies above, almost all of them give positive result. It means that the implementation of Problem Based Learning Strategy can improve the speaking ability of the students and this strategy tends to invite their interest and motivation in the process of increasing their speaking skill. Even though, when this strategy was implemented by online class, it still gives positive influence for the students.

By the result of this research, the researcher expects that this research will be usefull practically for education in the future to get more effective online media in implementing teaching-learning process. This research is also aimed to know the teachers' perception on aplicating zoom app in implementing problem based learning method for students' speaking skill during covid-19 outbreak, so the results can become material in deciding policy of the educational institution. The researcher also hopes that this would be extended by the next researcher who are attracted in construing other media in such situation. Then, in further, the management of any educational institution could take consideration in deciding policy by looking at the result of this study.

## **METHOD**

This research was a survey, where the aim was to measure the teachers' perception at implementation problem based learning strategy for students' speaking skill by using zoom as a medium of distance class process. The population were the teachers of Junior High School and Senior High School around East Java. However, the data were taken from the teachers who had experiences in implementing problem based learning strategy for students' speaking skill by practicing zoom app as the medium in distance class process. The researcher needed around forty teachers from some Junior High Schools and Senior Highs spread around East Java by google form for taking a part in contributing the data in questionnaire. The data were gathered from the questionnaire, measured by Likert scale and analyzed quantitatively, then presented in the graphical and table.

## RESULTS AND DISCUSSION

### 1. Results of the Questionnaire

As it was stated before that the participants were asked to answer 35 questions, where 33 of the questions were in likert scale, which divided into 7 topics, including the teachers' understanding about Problem Based Learning (PBL) strategy, the usage of zoom app, advantages of the zoom app for students' speaking skill by using Problem Based Learning (PBL) strategy, communication and interaction in speaking class by using Problem Based Learning (PBL) strategy through zoom app, the teachers' satisfaction in implementing Problem Based Learning (PBL) strategy for students' speaking skill by using zoom app, using zoom for speaking class by implementing Problem Based Learning (PBL) strategy in pandemic situation, and implementation of zoom for speaking class by using Problem Based Learning (PBL) strategy in normal situation. And two other questions were asking about opportunity of using zoom app which is presented in nine choices of frequency in practicing zoom app and asking about features in zoom app which was eager to be used by the teachers. The results of questionnaire which had been spread to the teachers are:

#### 1.1. Opportunity of Using Zoom App

From 40 respondents, 6 (15%) teachers never have experiences of using zoom app, 20 (50%) teachers have practiced zoom app 1-10 times, 3 (7,5%) teachers have practiced zoom app 11-20 times, 6 (15%) teachers have practiced 21-30 times, and 5 (12,5%) teachers have used zoom app more than 30 times.

#### 1.2. The Teachers' Understanding About Problem Based Learning (PBL) Strategy

To measure the teachers' understanding about Problem Based Learning (PBL) strategy, the researcher conducted 4 statements which were asked to the respondents. They are: 1) The teachers know about the characteristic of problem based learning strategy; 2) The teachers know how to apply problem based learning (steps) for students' speaking skill; 3) It is easy for implementing problem based learning for students' speaking skill; 4) The obstacles as long as apply the problem based learning for students' speaking skill. The results were the researcher got the respondents chose 2 choices were stated in really disagree which mean that it was counted 0,5 point or 1,25%; 14 choices were stated in disagree which mean that it was counted 3,50 points or 8,75%; 52 choices were stated in neither agree nor disagree or neutral which mean that it was counted 13 points or 32,50%; 80 choices were stated in agree which mean that it was counted 20 points or 50,00%, and one choice was stated in abstain which mean that it was counted 0,25 point or 0,63%.

#### 1.3. The Usage of Zoom App

To measure the easiness of zoom app usage, the researcher conducted 7 questions. They are 1) It is easy to install zoom app; 2) It is easy to enter meeting via zoom app; 3) It is easy to share learning materials; 4) It is easy to operate zoom app; 5) It is easy to understand the system of zoom app; 6) It is easy to think features used in meeting via zoom app; and 7) Zoom app is comfortable used as distance teaching and learning medium. From that questionnaire, the researcher got the respondents chose 7 choices were stated in really disagree which mean that it was counted 1,00 points or 2,50%; 18 choices were stated in

disagree which mean that it was counted 2,57 points or 6,43%; 58 choices were stated in neither agree nor disagree or neutral which mean that it was counted 8,29 points or 20,71%; 121 choices were stated in agree which mean that it was counted 17,29 points or 43,21%; 76 choices were stated in really agree which mean that it was counted 10,86 points or 27,14%; and no one was stated in abstain.

#### **1.4. Advantages of The Zoom App for Students' Speaking Skill by Using Problem Based Learning (PBL) Strategy**

To measure the advantages of the zoom app for students' speaking skill by using Problem Based Learning (PBL) strategy, the researcher conducted 6 questions. They are 1) The quality of zoom app as used in teaching-learning medium, is very good, supported by excellent audio-visual; 2) The zoom app is a very good medium for long distance teaching-learning interactions between lecturers and students in implementing Problem Based Learning (PBL) strategy for students' speaking skill; 3) The activity provided help the teachers to understand the problem and develop the material which has been learned; 4) Input (feedback) given by the teacher through direct correction of shared material during the learning process is very useful; 5) Objectives, content, and assessment in subjects become consistent with the help of the zoom application; 6) The zoom app helps the teachers and the students to be more productive in speaking class by using Problem Based Learning (PBL) strategy. The results were the researcher got 7 choices were stated in really disagree which meant that it was counted 1,17 points or 2,92%; 17 choices were stated in disagree which mean that it was counted 2,83 points or 7,08%; 58 choices were stated in neither agree nor disagree or neutral which mean that it was counted 9,67 point or 24,17%, 119 choices were stated in agree which mean that it was counted 19,83 points or 49,58%; 39 choices were stated in really agree which mean that it was counted 6,50 points or 16,25 %; and no one was stated in abstain.

#### **1.5. Communication and Interaction in Speaking Class by Using Problem Based Learning (PBL) Strategy Trough Zoom App**

To measure the communication and interaction in speaking class by using Problem Based Learning (PBL) strategy trough zoom app, the researcher conducted 7 statements that should be responded by the respondent by choosing the best choice according to their experience in operating zoom app. The statements were 1) The students feel comfortable communicating through the zoom application for online learning activities as long as speaking class; 2) Teachers and students can interact both ways or one way by utilizing the mute feature to make the interaction well controlled with the zoom application; 3) The teachers feel comfortable interacting with students through the zoom application, either by speaking directly or through chat; 4) Chat feature that can be determined publicly or privately makes students actively ask questions or communicate with other students; 5) Reaction features such as "applause" and "thumb" can be used to show appreciation to certain parties while the audio is muted; 6) Teachers can explain the material in more detail through the zoom application; 7) The students become more active in discussions on the zoom application than in the classroom. The results were the researcher got 14 choices were stated in really disagree which meant that it was counted 2,00 points or 5,00%; 30 choices were

stated in disagree which mean that it was counted 4,29 points or 10,71%; 68 choices were stated in neither agree nor disagree or neutral which mean that it was counted 9,71 point or 24,29%, 136 choices were stated in agree which mean that it was counted 19,43 points or 48,57%; 32 choices were stated in really agree which mean that it was counted 4,57 points or 11,43 %; and no one was stated in abstain.

#### **1.6. The Teachers' Satisfaction in Implementing Problem Based Learning (PBL) Strategy for Students' Speaking Skill by Using Zoom App**

To measure the teachers' satisfaction, the researcher conducted 7 statements that should be responded by the respondents by choosing the best choice according to their experience operating zoom app. The statements were 1) The zoom app meets the teachers' needs in learning activities; 2) The teachers strongly agree if the zoom application is implemented as a learning medium during the Covid-19 Pandemic period; 3) The teachers strongly agree if the zoom application is applied as a medium of distance learning even under normal conditions; 4) The zoom application is the first choice compared to other media; 5) The teachers like to use the zoom application to encourage initiative and motivation to learn; 6) The teachers like to use zoom app to implement problem based learning for students' speaking skill; 7) The teachers are very satisfied using the zoom application for online learning. The results were the researcher got 12 choices were stated in really disagree which meant that it was counted 1,71 points or 4,29%; 32 choices were stated in disagree which mean that it was counted 4,57 points or 11,43%; 72 choices were stated in neither agree nor disagree or neutral which mean that it was counted 10,29 point or 25,71%, 130 choices were stated in agree which mean that it was counted 18,57 points or 46,43%; 31 choices were stated in really agree which mean that it was counted 4,43 points or 11,07 %; and 3 choices were stated in abstain which mean that it was counted 0,43 points or 1,07%.

#### **1.7. Features Eager to Use in Zoom App**

Based on the result of questionnaire which were spread to 40 respondents, it was found that 21 respondents (52,50 %) eager to use meeting, 5 respondents (12,50 %) liked to use the video webinar, 7 respondents (17,50 %) chose conference room, 5 respondents (12,50 %) loved to use sharing screen, 2 respondents (5,00 %) liked to use chat room, and no respondents eagered to use waiting room and recording.

#### **1.8. Using Zoom App for Speaking Class by Implementing Problem Based Learning (PBL) Strategy in Pandemic Situation**

From this section, the researcher got the data of teachers' perception as follows: 2 teachers stated really disagree (5,00%), 4 teachers stated disagree (10,00%), 13 teachers stated neither agree nor disagree or neutral (32,50%), 16 teachers stated agree (40,00%) and 5 teachers stated really agree (12,50%).

#### **1.9. Implementation of Zoom App for Speaking Class by Using Problem Based Learning (PBL) Strategy in Normal Situation**

From this section, the researcher got the data of teachers' perception as follows: 4 teachers stated really disagree (10,00%), 7 teachers stated disagree (17,50%), 15 teachers stated neither agree nor disagree or neutral (37,50%), 13 teachers stated agree (32,50%) and 1 teacher stated really agree (2,50%).

## 2. Discussions

Based on the result of the questionnaire, the opportunity of using zoom app as a medium in teaching-learning was new for them. Only because of this pandemic of Covid-19, the government ruled the education institution to hold a distance teaching learning. So it forced the teachers to applicate any technological platforms as medium in distance teaching-learning. Then, zoom became new for the teachers to use. The teachers' understanding about Problem Based learning (PBL) Strategy is more than 50% of the respondents knew about the characteristics, and know how to apply this strategy in a teaching learning process. So it indicates that most of the teachers know and can apply this strategy for students' speaking skill. According to the result of the questionnaire about the usage of zoom, it reveals that zoom app is comfortable and easy to use. It is aligned with the study result done by (Agarwal and Kaushik, 2020) that their participants responded to a different kind of interest reflecting the online sessions broke the monotonous activities usually done in classroom, with good utilization of time and the material were easily accessible. From 7 questions, "Easy to operate zoom app and easy to think for the features used in meeting via zoom app" gets the highest response from the respondents. 20 respondents feel easy to operate zoom app and easy to think for the features used in meeting via zoom app. Then, the sum of the respondents from 7 choices of statements stated agree (43,21%) and really agree (27,14%), it indicates that most of respondents give positive responds and know more about how to use of zoom app. Most of them feel easy and comfortable to apply zoom app as a distance teaching and learning process, especially for students' speaking skill.

Based on the result about the advantages of the zoom app for students' speaking skill by using PBL strategy, in general respondents give positive responds to the advantages provided by the zoom app which is used for students' speaking skill by using PBL strategy. 21 respondents agree that quality of zoom app as used in teaching-learning medium is very good and supported by excellent audio-visual. They also agree that zoom app is a very good medium for long distance teaching-learning interactions between lecturers and students in implementing PBL strategy for students' speaking skill. Then the activity provided help the teachers to understand the problem and develop the material which has been learned, 24 respondents expressed agree about it. Beside that, objectives, content, and assessment in subjects became consistent with the help of the zoom application. Moreover, 18 respondents agree that zoom app can help the teachers and the students to be more productive in speaking class by using PBL strategy. In general, 49,58% agree that zoom app provide advantages for students' speaking skill by using PBL strategy. Based on the result about communication and interaction in speaking class by using PBL strategy trough zoom app, 19 respondents agree that the students feel comfortable communicating through the zoom application for online learning activities as long as speaking class, 22 respondents agree that teachers and students can interact both ways or one way by utilizing the mute feature to make the interaction well controlled with the zoom application, 20 respondents agree that the teachers felt comfortable interacting with students through the zoom application, either by speaking directly or through chat, 19 respondents agree that chat feature which can be determined publicly or privately make students actively ask questions or communicate with

other students, 23 respondents feel agreed that reaction features such as "applause" and "thumb" can be used to show appreciation to certain parties while the audio is muted, 14 respondents feel agree that, the students became more active in discussions on the zoom application than in the classroom. So in general, 48,57% respondents agree that communication and interaction in speaking class by using PBL strategy via zoom app can run well and give positive impact for students' speaking skill.

Based on the result of the teachers' satisfaction in implementing problem based learning (pbl) strategy for students' speaking skill by using zoom app, 23 respondents state agree that the zoom app meet the teachers' needs in learning activities, 18 respondents state agree that the teachers strongly agree if the zoom application is implemented as a learning medium during the Covid-19 pandemic period, 20 respondents stated agree that the teachers strongly agree if the zoom application is applied as a medium of distance learning even under normal conditions, 14 respondents state agree that the zoom application is the first choice compared to other media, 15 respondents state agree that the teachers like to use zoom app to implement problem based learning for students' speaking skill, 20 respondents state agree that the teachers are very satisfied using the zoom application for online learning. So in general, from the result in table 5, 46,43% respondents state agree that the teachers feel satisfied in implementing PBL strategy for students' speaking skill by using zoom app. Based on the result about features eager to use in zoom app, 52,50% respondents state that "meeting feature" is the most interesting feature used in operating zoom app and 40% respondents agree that using zoom for speaking class by implementing PBL strategy in pandemic situation.

## CONCLUSION

In conclusion, zoom app seems to be a new online platform which is experienced by the participants. Most of them have only experienced 1 – 10 times of applying zoom app in their distance learning. However, they feel that zoom app are easy and comfortable to use in distance online class. They also agree that zoom app is useful and offer some advantages. They feel that activity provided in zoom app helped them to understand the problem and to develop the material they taught to their students in long distance as long as Covid-19 outbreak. The implementation of PBL for students' speaking skill by using zoom app also give advantages for the teachers and students. The zoom app is a very good medium for long distance teaching-learning interactions between teachers and students in implementing PBL strategy for students' speaking skill, the activity provided help the teachers to understand the problem and develop the material which has been taught, then the zoom app also helps the teachers and the students to be more productive in speaking class by using PBL strategy. Besides that, most of the teachers give opinion that the students feel comfortable and not feel shame communicating through the zoom application for online learning activities as long as speaking class. They also feel comfortable interacting with students through the zoom application either by speaking directly or through chat and they like to use zoom app to implement PBL strategy for students' speaking skill. By this research, it reveals that a big parts of the teachers give a good perception at implementation of PBL strategy for students'

speaking skill by using zoom app during covid-19 outbreak. This strategy can be applied well in improving the students' speaking skill as long as a distance class and in a covid-19 pandemic situation.

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