THE IMPLEMENTATION OF ZOOM MEETING AS TEACHING INSTRUMENT FOR SPEAKING CLASSES IN PROFITABLE ENGLISH COURSE

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A b s t r a c t s

Most people learn English. Science, culture, and international relations necessitate it. Many students join an English course to study with friends outside of school since the course is offline sessions or busy schedules. Therefore, this study investigated using Zoom meetings to teach speaking in several English-learning programs at a prominent English-study institution. Qualitative research was used to gather expert information from entrepreneurs and teachers. This research examines online speaking teaching tactics using observation sheets and Zoom Cloud Meeting interview recordings. The findings showed that teachers' online speaking education methodologies meet students' requirements. They motivate students, utilize real language in relevant circumstances, and engage them. Teacher corrections and comments. Using the natural interaction between speaking and listening may also improve the lesson. Offering students options creates a lively classroom. Each session ends with professors encouraging students to use instructional speaking. This project intends to enhance future English class Internet research.

Keyword:
Teaching Speaking, Zoom Meeting, Profitable English Course

Introduction

English is fundamental to life, particularly for the advancement of information, science, culture, and international relations. In her book, Rogers (2011) argues that students should be encouraged to actively participate in class discussions and share their own views rather of merely parroting back what the teacher says. In Indonesia, English is taught as a foreign language from elementary school (as part of the local curriculum) all the way through senior high school (as a required elective). According to Brown (2007), its purpose in the classroom is to help students become better English speakers. They need to practice both oral and written communication skills. In today's increasingly worldwide society, the ability to communicate effectively in English is crucial in many contexts, from the classroom to the workplace to everyday social interactions.

According to Rao (2019), the purpose of teaching speaking is to improve the capacity to engage effectively in that language. An issue arises, however, when teachers seldom communicate utilizing English language teaching and place too much emphasis on grammar rather than interaction.

The difficulty is that they do not have the time to attend to the course (Anjani, 2013) due to a variety of factors, such as the course being offline and therefore being far away from their house or their busy schedule preventing them from having enough spare time to take an English course.

In this scenario, the researchers believe that if a difficulty arises, it can be resolved by selecting an appropriate strategy and a variety of strategies that can enhance the students' capacity to speak English, and that individuals are not stuck with the essential purpose for learning English. This study argues that the capacity of speaking teachers to teach online learning as a communication tool is crucial in a variety of contexts and may be utilized in a variety of communication contexts. This study aims to formulate the research problem into the research question as follow "How do the English course teachers implement Zoom Meeting as teaching instrument for speaking classes in a profitable English course"

Literature Review
Teaching Speaking Concept

Students of English as a foreign language need to work on improving their oral communication abilities. As kids rely on conversation to hone their language abilities, this ability is fundamental to their education. Young people who are learning English as a first language put in effort to improve their pronunciation and intonation since doing so is crucial to their overall language development (Pratiwi, 2014). Children learn their first words through conversation, most adults spend the bulk of their waking hours engaged in some type of linguistic activity, and language evolution is mostly driven by speakers' interactions with one another (Brown, 2007). This suggests that oral communication skills are crucial for EFL learners. To improve their linguistic abilities, they need to communicate. They can improve their ability to exchange information and ideas by talking to one another. Making noises or using words to interact with others and share information or thoughts vocally is what we mean when we talk. Communicating verbally allows one to share ideas and facts with others. Coman et al. (2020) state that the ability to communicate effectively is among the most challenging to instill in students. Young people may discuss their feelings, share their plans and thoughts, learn more about the language, and even poke fun at it all in their native tongue. Namaziandost and Nasri (2019) define "speaking" as speech output routinely used in social contexts. This means that we rely on verbal communication to share knowledge and ideas with people in our daily lives.

Speaking class exercises need knowledge of the many functions of language. In the classroom, students are required to engage in six different types of oral production: imitative, intense, responsive, transactional, interpersonal, and extended (Brown, 2007).

Teaching Speaking Principles

Speaking is the process of communicating information or an idea from the speaker to the audience. According to Nguyen and Austin (2018), speaking enables students to express their feelings, investigate the language, and communicate with their peers and teacher. By speaking, students can be actively engaged in the learning process since they can communicate directly with their peers or teacher. Therefore, speaking instruction is necessary for students to acquire communication skills. The objective of teaching oral communication is to enhance students' communicative skills. According to (Rao, 2019), the purpose of teaching speaking is to improve the capacity to engage effectively in that language. It indicates that the teacher is successful in teaching speaking if the students are able to develop the language via interaction with their peers and the teacher, using a set of guiding principles.

This concept can assist the teacher in creating the approach that can be employed in the speaking class and can facilitate the students' spoken English production. Brown (2007) suggests seven design principles for speaking approaches, including:

1. Using techniques that cover the spectrum of learner needs, from interaction, meaning, and fluency.
2. Providing intrinsically motivating techniques.
3. Encouraging the use of authentic language in meaningful contexts.
4. Providing appropriate feedback and correction.
5. Capitalizing on the natural link between speaking and listening.
6. Giving students opportunities to initiate oral communication.
7. Encouraging the development of speaking strategies.

Teaching Speaking by Zoom Meeting

The technology of online distance learning are redefining how people learn to live and the world people inhabit. One of the new revolutionary software-based conference room options is Zoom technology (Torukwein David-West, 2022). Zoom is a cloud-based service that provides Meetings, Webinars, and video conferencing in addition to content collaboration and file sharing. It assists English teachers in fostering a harmonious environment among their students so that they may accomplish more.

Methods

This research employed a qualitative case study methodology. Creswell (2003) defines case study as the in-depth examination of a program, an event, an activity, a process, or one or more people. According to Alam (2021), the data gathering for a case study is substantial and draws from numerous sources, including direct or participant observations, interviews, archival papers or records, and audiovisual resources. Because the researcher wished to describe as precisely as possible the teaching concepts involved in teaching speaking by Zoom in a few lucrative courses in Kediri, East Java, Indonesia, specifically at Speaking Regular Class via zoom meeting.

On the basis of data collection, the researchers performed qualitative descriptive research. As qualitative research in this study was used as a sort of study that does not include calculation or statistical methods, the researcher collects, organizes, and presents information. The following measures are used by researchers in order to gain an insight of the teaching process at the profitable English course:

1. Data reduction for summarizing it, picking out key information, zeroing in on what really matters, and searching for overarching trends and patterns.
2. Displaying data completed in the form of a brief explanation.
3. Conclusion/Verification where the researchers interpretted the data through comparative analysis does not eliminate all original context. The result is a presentation about the situation and symptoms in the form of narrative exposure.
4. Triangulation to check and establish validity in their studies to check the data validity that collected by the researchers. Here the researchers used investigator triangulation involving several different investigators or evaluators in this study.

Results

Many students find speaking English to be one of the most challenging abilities. Even though they had acquired knowledge in formal schools such as Junior High School and Senior High School, students found it challenging to comprehend and implement. The teachers rarely invited students to practice speaking, there was little support, the method was average, the teachers' accents were in their mother tongue, and there were too many students in the class, all of which contributed to the difficulty of learning to speak deeply. Furthermore, students did not recognize the significance of speaking ability.

Numerous individuals attempt to study English on their own, but their efforts are ineffective because they become confused and are not guided properly and intensely. These are the typical issues faced by those who require English language abilities.

> *As a teacher, I've encountered what I term "YouTube kids," or students like the one I had who are exceptionally bright thanks to the video-sharing website. YouTube helps them become more fluent in English. They feel a little bit cocky because of their proficiency in English, so I try to keep them from taking over the class.*" (Data 1)

According to the interview, there must be a gap amongst school students. The proprietors of lucrative English classes are always able to discover students with such a huge difference between them. The majority of them are not impacted by their schools but rather by internet platforms. A speaking English teacher is expected to have extensive experience, knowledge, and expertise in teaching speaking. Teacher must be well-versed in the importance of implementing the principles of teaching speaking and has a wealth of strategies for teaching speaking. The website of the profitable English course offers excellent options. People who lack the time to attend an offline course can study virtually by participating in a zoom conference from their office, home, or another location. They do not study independently; rather, they are guided by the teache.

As is well known, 60 % of the class sessions in the profitable English course investigated is taught by individuals who have received a scholarship from one of the 100 greatest universities in the world or have worked overseas. Some have a minimum of four years' experience in teaching English speaking proficiency. The teachers have extensive experience, knowledge, and expertise in teaching speaking, and they employ the methods of teaching speaking that maximize the improvement of students' speaking skills despite virtual learning.

1. Applying the Principles of Teaching Speaking by Zoom in The Profitable English Course

Teachers employ the ideas of teaching speaking in the Speaking Regular class of the profitable English course while instructing the speaking process. They integrated CEFR and strategies to achieve the objective of offering lucrative English classes. The objective is to make it easy for students to comprehend and practice English in daily life. Because there are still many students and members of society who find it challenging to learn, comprehend, and even practice English.

> *CELTA is teaching qualification which is done by Cambridge University. Before you can communicate the meaning to your students, they must have a clear understanding on it themselves. While it is not always possible, I am the sort of teacher that prioritizes creating an all English-speaking classroom.* (Data 2)

Consequently, the teachers attempt to address this issue by teaching English using the principles of teaching Speaking, so that students and society can feel comfortable learning to speak English.

2. Some Techniques Cover The Spectrum of Learner Needs.

Fluency is the degree to which speakers utilize the language swiftly and with confidence, with minimal hesitancies or awkward pauses, false beginnings, word searches, etc. In the profitable English course current interactive language instruction can easily devolve into interactive games that do not rely on grammar cues or pronunciation recommendations.

Teachers must consider a range of learner demands, from an emphasis on language-based correctness to a focus on message-based interaction, meaning, and fluency. When classrooms engage in a jigsaw group approach, play a game, or discuss solutions to the environmental issue, teachers ensure that the tasks have a linguistic (language-based) aim and grab the chance to assist students perceive and apply the linguistic building blocks.

> *Teachers don't want the students like to spend to much time but the others who finished early just do nothing or they might be bored. I am a type of the teacher who likes to apply full English environment, even though it doesn't always happen. For example when I*

teach kid classes like most of them are beginner level, they can use mixed language like English-Indonesian. I always encourage them to use full English language and from that instruction with their friends like the early finishers who help the struggling. (Data 3)

However, classes are not filled with mindless drills that have no real value. As was said before, teachers strive to infuse all drills with relevant content. A teacher once told me that if she continuously stopped my students to correct their spoken mistakes, they would never learn to speak fluently. Teachers encourage their students to make errors as they work to improve their fluency in the target language.

3. Providing Intrinsically Motivating Techniques.

When we talk about general English, we cannot teach reading only, or grammar only but we also have to teach them listening, speaking and all of things, right? We cannot separate "okay you just learn vocab only", "don't do listening, don't do writing", that's not how it works. It's impossible if you never do anything about politics, you have nothing in your mind. If you want to master a language, you should utilize all of the skills that we can do. And that what I say to my students. "We start with song, after song we follow everyone, then we add vocabulary, and the we do exercise, and then do the closing. They can not question why we are doing this, because they know "I have to do this, after that I can copy my teacher and my teacher can give me a sentence and I can just copy him and do the exercise," I said. (Data 4)

In the classroom, the teachers constantly aim to motivate students by appealing to their desire to learn, to rise in social standing, to gain confidence and independence, and to "be all that they can be." Teachers never put students in a state of ecstasy, but they do help them understand the value in the work they are being asked to do. The motivation behind a teacher's requests is not always clear to the students.

4. Encouraging The Use of Authentic Language in Meaningful Contexts.

Some English courses in Kediri, East Java is a language area in Indonesia where students are taught to talk like robots. The teacher says the problem is that students don't speak using natural language, because they are drilled like robots and it's dangerous. He says he can always use real examples of how native speakers speak, so that people can understand them.

This tune has been repeated many times. It's tough to think of new ways to engage with one another. Every educator has given in to the temptation of having students do unrelated tiny grammatical tasks, such as calling on students one by one to select the correct answer. Creating realistic circumstances and meaningful engagement requires effort and imagination, but is possible with access to a wealth of educational resources. (Data 5)

5. Providing Appropriate Feedback and Correction.

I don't wait them until we finish the class. Usually I do it in two ways. When it's beginner level, and the aim of that class is pronunciation, I can do sudden correction. I let them to read, and then suddenly I tell them the correction," he says. "So, right after they make mistake, they read "extraordinary", and then I just cut them "okay, it's not "ekstraordinary" but it's "extra-ordinary", now you repeat". And then, they can repeat. (Data 6)

Usually, the only reliable source of linguistic feedback for EFL students is the teacher. Even if ESL students receive such comments "out there" rather than in class, their professors can still be of tremendous help. Teachers should utilize their English language skills to provide timely and contextually relevant corrective feedback.

6. Capitalizing on The Natural Link between Speaking and Listening.

If there is an input, there must be an output, like speaking and writing. That is what I always explain to my students "do not never never think that speaking is about speaking all day. You need to eat first, if you never eat then good luck, you can never be able to

speak a lot, like you stay this like forever in your life". And then one of the things that I always tell them between listening and reading, because that's the only thing that can help you to improve your language and I always give them example in our native language. This is what I usually do in my class, it can be in the beginning or in the middle of the class. And we don't let anyone lead the class. We need to measure and be a leader of our class. (Data 7)

Many conversational methods can naturally incorporate listening as well as speaking. Educators don't pass up chances to teach both of these competencies together. The two talents can complement one another, especially if teachers are working on improving students' oral communication skills. Language production skills frequently begin with improved understanding.

7. Giving Students Opportunities to Initiate Oral Communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. Students are conditioned to respond only when addressed directly by a teacher, who may be asking a question, giving instructions, or disclosing information. The capacity to start discussions, propose subjects, ask questions, maintain conversational control, and switch the subject are all components of effective oral communication. The ability to first utilize language is given to children when teachers create and employ speaking style.

I think this is one the issues that I usually address when I talk about English course, because in many places people teach the students like a robot. That is okay, but the problem is that students don't speak using natural language, because they are drilled like robots. I see that many people who use that technique, and I think that's not how native speakers speak. So, usually what I do is I can always use real examples. (Data 8)

8. Encouraging The Development of Speaking Strategies.

Very few beginning language students are familiar with the idea of strategic competency. They just have not considered the possibility of building their own spoken communication tactics. The classroom can be structured so that students become aware of and have opportunity to practice techniques such as:

In teaching steps, we have CP and FP. CP stands for controlled practice, let's say you introduce the simple past, you introduce what is simple past, here is the example, an then in practice stage you tell the students to do exercise juts to make sure how to know to use verb-2, and then in the production, we can use CP which stands for controlled practice. That means "I want you guys to practice using certain language (that I already provide).". So that's one of the examples that I can do to prepare them to develop their language, so first we give them controlled practice. After that, we give them freedom to use their own language. At this stage we call it as FP which stands for Freedom Practice. (Data 9)

The teacher seldom asks students questions based on patterns, such as "what, how many, how do you," and others. If students practice one topic exclusively, they can be able to practice naturally. Additionally, the teacher encourages students to repeat certain words or phrases and seldom gives students maintenance signals to reply. Using conversation maintenance cues can demonstrate to students that the teacher is paying close attention to their work.

9. The Problems Faced by the Teachers in Teaching Speaking by Zoom in The Profitable English Course

Every teaching-learning process must involve at least one difficulty. The issue may originate from students, teachers, or infrastructures. Moreover, online teaching-learning by Zoom meeting exacerbates the institution's difficulties in addressing these concerns. In the profitable English course offered by educational institutions, there are also pedagogical challenges. Some issues emerge throughout the teaching process at Regular Speaking Class.

The student is the most pressing issue while teaching-learning at Regular Speaking Class of the profitable English course. The issue comes when the teacher interacts with the students

in class. Similar student issues occur in both official and informal institutions. Typically, when the session begins, some students are not yet prepared since they are working and time is restricted. Occasionally, they felt exhausted and required a break after work hours. Some students forget they have a speaking class since learning English is not their primary objective. Even though they had paid attentively to the teacher's explanation, several others found the content challenging. Because they did not have sufficient time to review the material at home. In other circumstances, they found it difficult to split their time between other activities and studying information from the profitable English course.

The educator is the most important aspect of an educational institution. Teacher plays a significant function and is accountable for making students intelligent. As a human being, the teacher's concerns were also diverse. The majority of the most lucrative English classes in Kediri, East Java, were taught in the morning. Then, from midday till nighttime, they must instruct. Due to their restricted availability, they were often unprepared to instruct students.

The teachers who are sensitive to illness require more time for relaxation. If they teach many lessons in a single day, they can lose concentration or become fatigued, requiring rescheduling. It is sometimes necessary to reschedule a lesson due to unforeseen circumstances, such as the death of a teacher's family or a blackout caused by the State Electric Enterprise (PLN).

Infrastructure is also essential for supporting the teaching and learning process. A well-developed and comprehensive infrastructure can significantly improve the teaching and learning process. It can have an effect on student achievement. As an English course institution, the infrastructure in the majority of lucrative English courses in Kediri, East Java has been sufficient. The profitable English course has upgraded to a premium account for Zoom Meeting. Therefore, teachers and students do not need to interrupt the session after forty minutes; they can continue learning until the allotted time is over.

However, premium account zoom is still restricted in quantity. Therefore, the teacher must effectively manage the timetable in order to utilize it. They cannot utilize the amenities simultaneously. A further issue with the facilities is that some of them cannot be utilized effectively, due to the fact that zoom occasionally encounters issues from the center. For example, the microphone is intermittently on and off. When it is the students' turn to speak, the microphone is turned off, preventing them from practicing with the teachers and preventing the professors from gauging their development.

Discussion
1. Speaking Concept

Every learner has difficulties and has a unique learning style. This issue prompts teachers to consider their time management strategies for teaching speaking skills. Speaking is a linguistic talent that is acquired during childhood; it is created by listening ability, and it is acquired during this time (Çakıroğlu, 2018). In speaking, young learners encounter a number of challenges, one of which is language itself. In reality, the majority of students enrolled in successful English courses in Kediri, East Java struggle to speak despite having a large vocabulary and good writing skills. The difficulties are students' fear of making errors.

2. English Speaking Classroom Performance

According to Masuram and Sripada (2020), speaking strategies are the means by which an individual speaker compensates for the gap between what she desires to say and her current language resources. To encourage students, teachers must first inform them of what they can be learning and why they can be learning it. In speaking class, students cannot only talk if they lack vocabulary knowledge.

3. Teaching Speaking

It is difficult to instruct speaking since students must practice speaking English, particularly in the majority of some profitable English classes in Kediri, East Java. In addition, speaking instruction adheres to a set of guidelines. Brown (2007) outlines seven ways for establishing speaking styles, including:

a. The teachers use a range of approaches to meet the diverse requirements of learners, from language-based emphasis on correctness to message-based emphasis on engagement, meaning, and fluency.

b. The teachers employ approaches that are inherently motivating. They should employ engaging techniques to get the students to participate in the speaking class.

c. The teachers encourage the use of real language in circumstances that are relevant. Authentic language learning is challenging since it requires more energy and imagination.

d. The teachers adequately provide feedback and adjustment. The teachers conduct constructive comments to the students in order to assist them in learning and growing.

e. The teachers make use of the inherent connection between speaking and listening. Speaking and listening are complementary abilities. The two skills might complement one another. Often, the skill to produce language is begun by comprehension.

f. Teachers provide chances for the students to start spoken communication. Ability to begin discussions, suggest subjects, ask questions, maintain control of talks, and shift the subject are all components of oral communication competency.

g. The teachers promote the development of effective speaking techniques. The teachers should devise speaking methods that assist the students in being aware of and practicing oral communication.

These principles are always served as a guide for instructing students on how to communicate effectively. As a result, the teachers must keep these concepts in mind when teaching the students on how to speak English appropriately.

4. Speaking Class Activities

Online education provides learners with unrestricted access to material, regardless of time or location. Online learning media are more effective than offline learning media at increasing student English proficiency. This is appropriate, as online learning media is a public and well-known learning system that employs pedagogical devices (tools educational aids), made feasible by internet and network-based technologies, for learning organizing process and information through action and interaction (Cicilia Sriliasta Bangun et al., 2022). The Zoom Cloud Meeting application is one of the media technologies used for online meetings. Zoom Video Communications is a video conferencing technology-focused platform.

The researcher concludes, based on the data collected and the analysis performed, that the teachers at KampunInggris.com used the CELTA as a teaching qualification that has been certified by Cambridge University in the online learning process because it is effective and can be done via WhatsApp and Zoom. This remark is also supported by Kusumaningrat (2021), who defines dialogue as a discourse between two or more persons on a specific topic that encourages the inventiveness of students' speech. In earlier study performed by Gillies (2019), dialogue strategies are used through acting out the roles and personalities of students in order for them to dialogue while creatively expressing their thoughts. The adoption of an opinion / idea method can foster student creativity since the exchange of student viewpoints can enrich their mutual understanding. In contrast, the profitable English course continues to have traditional difficulties.

5. Speaking Assessment

Assessing Speaking in the profitable English course via Zoom Meeting Conference places an emphasis on the students' ability to observe and respond successfully during exchanges. Teachers must always use a rubric to mark speeches. According to (Kyle & Crossley, 2018), there are two forms of scoring: holistic scoring and analytic scoring.

Conclusion

As instance, consider the fact that numerous businesses running on education now demand individuals demonstrate fluency in both written and oral English before hiring them. Kediri, East Java, is home to some highly effective English training programs. Those who would want to learn but don't have the time to travel to a classroom can participate in a zoom conference from the comfort of their own homes or workplaces. Teachers in Speaking Regular adopt best practices for language instruction. They were able to achieve their goals by employing a variety of CEFR- and strategy-based tactics. Teachers need to take into account a variety of needs, from those who value precision in language to others who place a premium on engagement, meaning, and fluency in their messages. Teachers can seize the opportunity to help students perceive and use language's building blocks by ensuring that the activities students do in a jigsaw group method, game, or discussion of solutions to an environmental issue are linguistic (language-based) in character.

Findings from the KampugInggris.com study led the researcher to conclude that the Cambridge English Language Teaching Certificate (CELTA) is essential for teaching at certain successful English language schools in Kediri, East Java. The method of instruction is adjusted according to the level of knowledge and ability of the class. The students are divided into three groups, each of which uses a unique method of presenting the content orally: those at the beginning, middle, and advanced stages. Motivating students to study anything online, in this example speaking, is as simple as outlining the advantages of doing so. Instead of turning their students into text-reading robots, teachers of the English language typically describe real-world instances to get their students actively involved in class discussions.

Based on the conclusion above, the suggestion related to the research findings are offered for English teachers and the other researchers. The researcher hopes that the result of this study can be used as experiences and reference for the other teachers and researchers. The teacher must know the character of students in advance in order to choose what strategies used in the online learning process in order to be able to be effective. Teachers can use this study as learning in investigating the learning process online. For the other researchers: The researchers expect that the findings of this research can give contribution as the source of data to the next research on strategies of teaching speaking on online learning process and also for the other researchers to do observation in online learning via Zoom, it is recommended to join directly in the learning process.

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