CHAPTER I

INTRODUCTION

The chapter is divided into six sub-chapters. This includes the background of the research, research problem, research objectives, significance of the research, scope and limitations of the research, and definitions of key words.

A. Research Background

During the Covid-19 pandemic, many aspects and dimensions were altered. It spreads throughout all sectors of human life, including the economy, the social system, and the education system. One of the covid-19 pandemic's impacts is on education, with large areas of schools, madrasahs, universities, and Islamic boarding schools being closed across the globe (Setiawan, 2020). Since the outbreak is at the level of the government and related institutions, those institutions are providing alternatives to students that are carrying out the process of education in school whereas education is one of the fields impacted by the pandemic. The Ministry of Education and Culture circulated a circular letter in 2020 regarding the accomplishment of Education Policies during the period of the Covid-19 crisis spread, which is further reinforced by the circular letter in 2020 concerning guidelines on conducting education at home during the period of the Covid-19 crisis (Kemendikbud, 2020). Temporarily, all existing activities have been restricted to prevent Corona virus spread. All members of the society must stay at home. In the field of education, the government has taken the following measures to combat the pandemic: online learning for kindergarten to senior high

school students, online learning for college students, the abolition of national exams, and a postponement of SBMPTN 2020 and SNMPTN (Anhusadar, 2020).

In light of the Covid-19 pandemic, teachers must immediately adapt their teaching methods. Thus, teachers need to adapt to online learning (König et al., 2020). Since many schools have moved to online learning, teachers are encouraged to modify their teaching strategies and prepare materials that can be used by students from home. With at-home learning, students can access learning materials and resources no matter where or when they are. Through this activity, students will be able to access instructional materials via distance learning. In order to facilitate online learning, teachers' behavior and attitudes must be considered in relation to the teaching-learning process (Nashir & Laili, 2021). Introducing a learning from home policy with the decision to close school temporarily will surely have an impact on the learning process (Atmojo & Nugroho, 2020). Conventional learning, in the form it has taken so far, will be rapidly repaired and transformed into an all-technological global learning network. English is frequently viewed as a difficult subject to teach in school, yet it is essential to meet learning objectives (Nashir & Laili, 2021).This new condition poses a new challenge for English teachers. Various online platforms, however, make it easier for teachers to teach English through varied learning platforms. For English as a foreign language instruction, using online multimedia is very important for increasing student achievement (Mulyadi, 2018).

The learning of foreign languages is particularly challenging for foreign language learners due to their inability to properly use the language in social

interactions (Shummin, 2022). The act of generating words that are easily understood by listeners is what constitutes good speaking skills. According to Brown and Yule in (Iman, 2017), speaking is the skill by which students will be evaluated the most during real-life situations. In everyday interaction, the ability to communicate fluently and comprehensively plays a crucial role in making an impression. To this end, teachers should prepare their students as much as possible so that they can speak English outside the classroom.

It is important for the teacher to provide ample and effective activities to the students when teaching them to speak in online forums. This is because they lack the opportunity to build face-to-face interaction in a real classroom. Despite to this, the availability of technology allows students to become more independent in the classroom. According to Feldman and Zucker (Windiarti et al., 2019), as a result of the internet, a new concept has emerged of online teaching and learning. They believed that instructions based on the internet covered communication anywhere and anytime. That marked a fundamental shift in how productivity could be improved drastically. Additionally, it has the potential to transform teaching by ushering in a new model of connected teaching (Kuning, 2019). However, despite the unexpected shift in teaching method, teachers generally, and EFL teachers in particular, experience a lot of problems during online teaching (Tram, 2021).

In terms of approaches to online learning, Feldman and Zucker (Windiarti et al., 2019) describe two types of approaches known as learning synchronously and learning asynchronously. Learning synchronously is the combination of

theoretical concepts with real-world situations and conditions using the Internet. It is characterized by devices such as the direct message, shared whiteboard, connecting data of audio and video, distributing media and accessing online presentations. In the practice of teaching speaking in virtual meetings, teachers have implemented several platforms, such as Zoom, Google Meet, Google Classroom, Schoology, Edmodo, and others (Fakhruddin, 2019; Nurdiansah et al., 2021; Ratnaningsih, 2019; Rusmawan et al., 2021; Yuniarti et al., 2019). Further, Bawanti (2021) reports that virtual platforms, notably Zoom, are vital to the teaching and learning of the four languages, particularly speaking.

Apparently, teachers use Zoom to facilitate online learning (Singh, 2020). Zoom is popular among English Language Course students as well as in schools. Some English courses in Forum Kampung Bahasa (FKB) use Zoom as media learning. Instructors receive a Zoom account to teach online. Since this Corona pandemic, most of teachers in Forum Kampung Bahasa (FKB) have been using Zoom for all skill practices. Zoom is used for distributing materials, distributing assignments, conducting discussions, and administering quizzes. Zoom is commonly used in EFL classrooms to present material related to speaking skills (Cheung, 2021; Mukaromah et al., 2022). Teaching and learning using Zoom in language classes in Forum Kampung Bahasa (FKB) has been done during Covid-19 outbreak. However, it has never been done regarding the achievement of learning so further research is needed.

Based on the explanation above, the researcher will explore teachers' perception toward the use of Zoom to facilitate speaking skills in online learning

context. The research is a survey paper for teachers in Forum Kampung Bahasa (FKB) related to their experience using Zoom as the platform to teach speaking skills online. The survey will ask about their perception on the use of Zoom in teaching speaking skills. Therefore, the research is entitled "**Teachers' Perception towards The Use of Zoom in Teaching English Speaking Skills in Forum Kampung Bahasa (FKB) Pare.**"

B. **Research Problem**

The study asks the following question based on the research background: How do teachers perceive the use of Zoom for the instruction of teaching English speaking skills in Forum Kampung Bahasa (FKB) Pare?

C. **Research Objective**

Based on the research problem, the research is aimed to exploring the teachers' perception towards the use of Zoom in teaching English speaking skills in Forum Kampung Bahasa (FKB) Pare.

D. **Importance of the Research**

In doing this research, the researcher hopes that the findings will benefit students, teachers, as well as future researchers.

1. For the teacher.

This research is useful for teachers, with this research, teachers would be able to understand how teachers perceive and deal with the challenges of doing online learning in Zoom in EFL classrooms, especially speaking skills. Then, teachers can add to the shortcomings of what has happened during employing Zoom as a learning management system in teaching EFL

classrooms. Therefore, the finding of the research could be a reference to improve the teacher's teaching in the EFL classroom by using Zoom.

2. For learning media developer

    The result of the research could be a reference and better improvement for learning media developer in creating a new type of Learning Management System (LMS).

3. For the future researcher

    In the future, it is expected the next researcher will examine other levels of learners' perception, not only toward Zoom but also towards other Learning Management Systems (LMS).

E. **Scope and Limitation**

    This study aims to study teachers' perspectives on the use of Zoom in teaching speaking. Because of this, other English skills are not addressed, such as writing, listening, and reading. Additionally, the teachers are the English course Tutors from Forum Kampung Bahasa (FKB) so that the discussion is based on their perspectives. Next, the research only discusses the use of Zoom as the platform to teach speaking skills. another usage of platforms is not being explored.

F. **Definition of Key Terms**

    1. **Perception**

        According to Hamachek, 1995, perception is the process by which individuals perceive stimuli. A consciously experienced event isn't always the same as a subconscious experience or a tactical experience. People's

perception of the world around them depends on how they perceive it. Individuals' interpretations of sensory stimuli are therefore influenced by their own views.

2. **Zoom**

Zoom is a video conferencing platform that combines cloud video conferencing, cross-platform group chat, and simple online meetings into one easy-to-use service.

3. **Speaking skills**

Speaking skills are defined as the skills which allow us to communicate effectively. The skills give the ability to convey information verbally and in a way that the listener can understand.

4. **Teaching speaking**

Teaching speaking means that the teacher teaches the listener to communicate effectively.