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OPTIMIZING VIDEO IN ZOOM MEETINGS TO IMPROVE EFL STUDENTS' SPEAKING PERFORMANCE

by

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Abstract:

Studies on improving speaking during the pandemic have been reported numerous. However, only some reported using shortcut videos. The current study discusses how EFL students benefit from shortcut videos to improve their speaking skills during the pandemic 19. The subjects of this research were second-semester-grade-student at Universitas Muhammadiyah Purworejo. The research was an online class and used a mixed method. The qualitative data are obtained by making the media for material; then evaluation uses online apps based on Android. The researchers observed students' activity by watching shortcut videos and answering the online quiz. The videos were shared through Zoom apps to help the learners to develop their speaking skills, especially in grammar, vocabulary, pronunciation, expressions, and fluency. The findings are that the students can learn English better in real situations. They got a suitable strategy for speaking English using shortcut videos without boredom. The students speaking skills were measured; the mean score before the video was 54.17, and the mean score after the video was 70.24. Therefore, there was a significant improvement in speaking skills after using shortcut videos with Zoom apps. The study implies that teaching speaking needs creativity by employing digital resources.

Keywords: *Shortcut Video; Spoken English; Pandemic Covid 19, zoom meeting*

Abstrak:

Studi tentang meningkatkan kemampuan berbicara selama pandemi telah banyak dilaporkan. Namun, hanya beberapa yang melaporkan menggunakan video pintasan. Studi saat ini membahas bagaimana siswa EFL mendapat manfaat dari video pintasan untuk meningkatkan keterampilan berbicara mereka selama pandemi 19. Subjek penelitian ini adalah mahasiswa semester dua Universitas Muhammadiyah Purworejo. Penelitian ini dilakukan secara daring dan menggunakan metode campuran. Data kualitatif diperoleh dengan membuat media untuk materi; kemudian evaluasi menggunakan aplikasi online berbasis Android. Peneliti mengamati aktivitas siswa dengan menonton pintasan video dan menjawab kuis secara daring. Video-video tersebut dibagikan melalui aplikasi zoom untuk membantu peserta didik mengembangkan keterampilan berbicara mereka, terutama dalam tata bahasa, kosa kata, pengucapan, ekspresi, dan kelancaran. Temuannya adalah bahwa siswa dapat belajar bahasa Inggris lebih baik dalam situasi nyata. Mereka mendapat strategi yang cocok untuk berbicara bahasa Inggris menggunakan video pintas tanpa kebosanan. Keterampilan berbicara siswa diukur; Skor rata-rata sebelum video adalah 54,17, dan skor rata-rata setelah video adalah 70,24. Oleh karena itu, ada peningkatan yang signifikan dalam keterampilan berbicara setelah menggunakan video pintasan dengan aplikasi zoom. Studi ini menyiratkan bahwa mengajar berbicara membutuhkan kreativitas dengan menggunakan sumber daya digital.

Kata kunci: *video pintasan; bahasa inggris lisan; pandemi covid 19, pertemuan zoom*

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INTRODUCTION

Speaking skills are one of the linguistics skills that learners of English must acquire as a foreign language (EFL). Speaking skill has often been considered the most demanding of the four English skills. The learner must brainstorm their thoughts and encode those ideas in the vocabulary and syntactic of the target language (McDougall & Duckworth, 2018). Learners should fluently express their ideas with good pronunciation and grammar with appropriate word choices. A gesture is needed to help listeners understand the speaker's meaning (Beppu, 2017). Besides, learners should know the rules implemented in the various communication contexts and the strategies employed during the communication process (Balash et al., 2011). One problem with the students' speaking skills; is low motivation (Khotimah et al., 2017; Masykuri et al., 2022; Sunjayanto Masykuri, 2022). The factors are not interested in speaking, not mastering the vocabulary, and the boring topic. In the usual teaching-learning process, students need help understanding the language used. There was no room to enjoy and break the boredom. In this case, they met challenges in exposing improvisation ideas orally. Learners were frightened of making errors and timid to declare in EFL (Robinson, 2001). They still had made it intensively in pronouncing some words.

One problem related to this case is student curiosity in spoken English, how to pronounce words well and arrange the sentence correctly. Therefore, it is connected to the first case; internal motivation to learn EFL. Some students in Google from an online survey said that sentence production is the most complex subject due to the topic. The topic of daily activity in EFL still needs to be updated. They are not curious when the teacher talks about personal experiences intensively, and then the class will be monotonous.

Another problem is the current condition. We meet the global pandemic era, Covid 19 (Burhanuddin & Abdi, 2020). All material of EFL should be converted online because all people are staying at home and teachers are working at home. During covid 19 from March to now, the student and teacher met a problematic case in conveying, accepting, and absorbing the material (Bazimaziki, 2020). Implementing the media is one of the biggest problems (Chick et al., 2020). The problem statements of the study are to find out if suitable media can motivate students to learn English and how the shortcut stimulates students in speaking.

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They are studying EFL with media. It is used shortcut video because using audiovisual media in learning EFL is effective in helping students improve their speaking skills (Dharmawan & Wahyuni, 2017; Fakhrudin et al., 2020; Santoso et al., 2018). The advantages of videos can complement students' prior experience when they read, discuss, practice, and others (Masykuri & Nurhadi, 2022; Parapi et al., 2020; Shintani et al., 2016). Videos grow learners' imaginations, adjust their favorites, motivate them to convey opinions, set exciting and entertaining learning (Sudrajat et al., 2021) and increase vocabulary knowledge through video shows that follow the theme of learning. Besides that, videos also help students improve pronunciation and grammar through conversations displayed in the video (Moskovich & Sharf, 2012).

The previous research was about media; speech in apps based on Android. It is how to pronounce, to spell well using the above apps based on Android (Sunjayanto Masykuri & Thien Wan, 2020). The student can perform the task only by recording voice notes, and systematically his or her voice will be saved on a cloud. The teacher would find the box easily.

Everyone likes comics and enjoys reading visuals. In 2014 there was a comic strip used for learning teaching in EFL, and the story was about an Indonesian tale (Hidayah et al., 2019). The other researchers found the character-building inside its comic strip. Comic-strip also became popular in universities due to the easy learning of EFL (Masykuri, 2016).

In 2016 the researcher found a way to bridge the material using a flipbook. It is online sharing material, perfect for the pandemic era. The student can open the material whenever and wherever he likes (Burhanuddin & Abdi, 2020). It is compatible and straightforward. The student can read the text based on his or her smartphone. The disadvantage is that the teacher can only ensure the student did the task live with a friend helping him. Live audiovisual learning and teaching started in 2010, but it was expensive. The medical and health did it to their patient in a remote area. The students in a hospital were trying to do medical surgery. Then the doctor gave some instructions via teleconference (Boatin et al., 2015). It can do online directly and is solvable.

The studying of EFL was done in 2017 using teleconference through Whatsapp apps based on Android. The students were allowed to discuss any topic in class (Andi, 2018). It is called a class conference, and it became popular in 2018. The students can use the WhatsApp

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platform and Skype, WeChat, google meet, and Jitsi meets without the expensive required tools (Rajesh Kumar, T., Ajay, G., & Vivek, 2015).

Combining all technology, it is famous for live chatting, video sharing, and Zoom meetings. The apps based on Android and Windows can be used for learning and teaching, official meeting, and professional broadcasting. Therefore, audio, visual, and audiovisual sharing media can interact easily and live. Asynchronous learning in many universities uses Zoom meetings. E-learning concentrates on integrated technology plus the methodology of teaching. It means how to deliver an educational message easier to students. This concept will be perfect when a combination of technological tools linked to an internet network through Zoom apps, different locations, a proper duration for both of them, real-time communication of students more intensive, live participants, and rapid response implementation video call, voice note or interactive rubric chat among participants (Hrastinski, 2007; Khotimah et al., 2017; Sholeh et al., 2020). Most scholars agree on Zoom's significance to speaking performance in EFL. In this case, they point out the importance of arranging a strategy for learning collaboration. Also, the practitioner said the response would support us in a learning setting that follows the school pupils to innovative learning ELT with strengths and weaknesses (Chen et al., 2005). They stated that to enhance students' motivation and academic performance.

In the same way, Wang and Chen explained that the university should lead pilot research conducted to examine the zoom importance in teaching ELT; they concluded that these strategies would be the option for distance and blended learning (Wang & Torrisi-Steele, 2015). another scholar said Zoom meetings would force students to focus during online classes, making memorizing higher levels and concentration more intensive (Harris & Hofer, 2009).

It is a fact that video is an essential medium for simple and communicative learning and teaching. It suits the current situation when someone needs fast sharing material without a close distance. The teacher should include students in inclusivity, digital ability, and accessible pedagogical rationale. Upon all, the study seeks to find answers. Therefore the following research questions are constructed.

1. How can the shortcut video increase the student's motivation and curiosity?
2. How can the shortcut video improve the students' speaking skills effectively?

METHOD

Design

This study uses mixed methods, exploring performance development and performance assessment instruments based on Android. It combines qualitative and quantitative research (Creswell, 2013). The stages are introduction, design, product design, second development, and third product evaluation. There are phenomena related to the pandemic covid 19, which changed everything globally. It is the strategy of adapting the new technology, formulating, creating, sharing, and evaluating without a closed distance and the physical classroom.

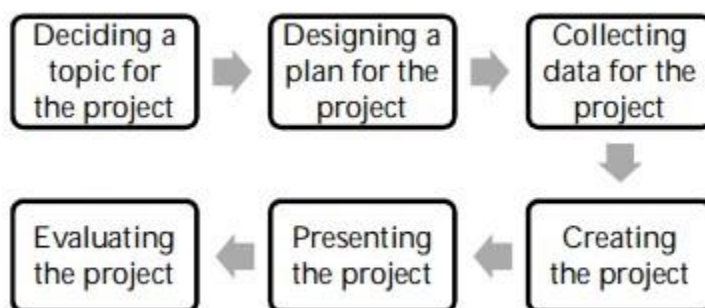


Figure 1 Stages to do a project (Stoller, 2006)

Participant

The sampling class is the second-semester student at Universitas Muhammadiyah Purworejo as purposive sampling. The students attended Spoken English classes online via Zoom meeting apps based on Android. This study was held six times based on the level of skill. The first to the third meetings focus on finding a brief explanation about the first speaking performances. The other meetings were concerned with finding out pair discussions about self-experience because it was discourse. The researchers participated in the preparation.

Instrument

The author employed Google Forms as an instrument to measure the score of the evaluation test and to know the students' improvement. The students' comprehension will rise

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as equal to the student's improvement. The data will be submitted on a Google spreadsheet. It was conducted during the Covid-19 pandemic.



Figure 2 Online Collecting data

Data Collecting Technique

To collect the data, the researchers chose classroom observation. It is a process by which the observer sits in one or more classroom sessions, recording the instructor's teaching practice and students' actions, and then meets the instructor to discuss the observations (Parker & Henfield, 2012). The data collection instruments were google forms, the observation questionnaire, field notes, documentation, and scoring using google forms. There were double-separated-study data. The first data in the first stage using E-form during practicing without shortcut video and The first data in the first stage using E-form during practicing with shortcut video. The following was the score of the student's assignment.

Data Analysis Technique

Sugiyono said three actions for analyzing data in qualitative descriptive research. Those actions reduce data, display data, and support verification (Sugiyono, 2017). The description is essential because it will explain every activity and phenomenon during learning and teaching EFL. Therefore, this study will use Google Forms and spreadsheets to determine how effectively the shortcut video can raise students' motivation and scores.

The researcher played the video by sharing the screen in Zoom meeting apps based on Android. The video was about the experience, crime chronology, and documentary; the shortcut videos are from movies.

The class followed the drill method or shortcut videos to improve personal speaking skills. During the meeting, students were taught how to produce sentences in the past form. The researchers were behind them and noted some incorrect verbs and vocabulary from the shortcut video, saved in a cloud through google forms.

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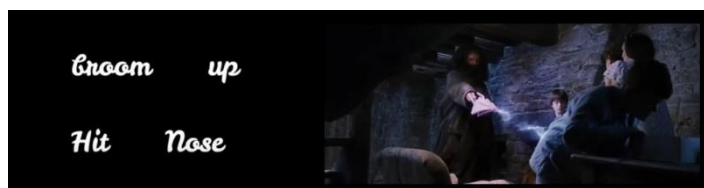
The students should not observe the vocabulary meanings found before in the instruction. In this activity, pupils were not allowed to search for its meaning or translate it into *Bahasa Indonesia* during shortcuts in teaching-learning.

After watching the video, we discussed the point of view. They worked in groups of 4 students in the breakout room for 15 minutes and developed dialogues about the sub-topic.

RESULT AND DISCUSSION

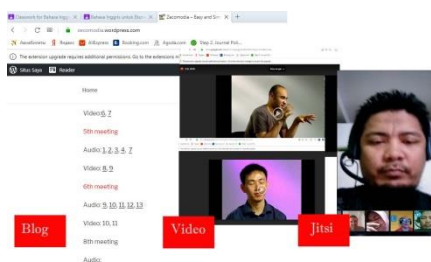
Result

The experience topic told about the last day's activities, then spoke up about telling experience for the first level. They combined the verb with a keyword, collocation, or idiom at the next level. They played text and acted based on pictures, and they were able to work on their own independently.



Picture 1. The shortcut video

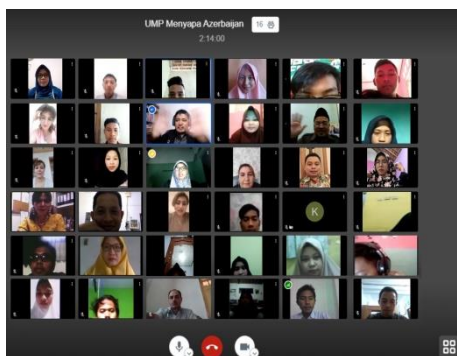
Then, all groups were highlighted to perform their best in Zoom meetings. Students discussed their work while the teacher watched them in the breakout room.



Picture 2. Speaking performance

The researcher also found a low-motivated student in learning to speak. However, they could still text in the chat box using the shortcut video. So the researchers found that all students fully participated. They are curious about using the new online tool, google forms.

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Picture 1 Activity in zoom meeting

It is the same with the study of Wang (Wang & Steele, 2015) that video materials have plenty of advantages in English teaching EFL. Based on the finding, implementing shortcut videos can stimulate students' autonomy and proactivity. Some shortcut videos also enrich vocabulary and mirror gesture activities, motivating students' passion.

The improvement of speaking skill

After evaluating the student's performance scores, the data was analyzed. Those were the student's skills before being taught by video and the student's skills after being taught by video. The students' performance scores appeared before being taught by shortcut video and after being taught. Knowing the students' speaking skills through shortcut video, the researchers got their mean score by finding a chat rubric during their performance. So, it showed that using shortcut videos in teaching EFL could improve the students' speaking ability.

Table 1. The Improvement of speaking skills before and after being taught with video

Score	No Video	Video	Improvement
Mean	54.17	70.24	16.07

The table shows the improvement margin as indicated by numeric value. In the following picture, it is also presented how the improvement is shown in the graphic.

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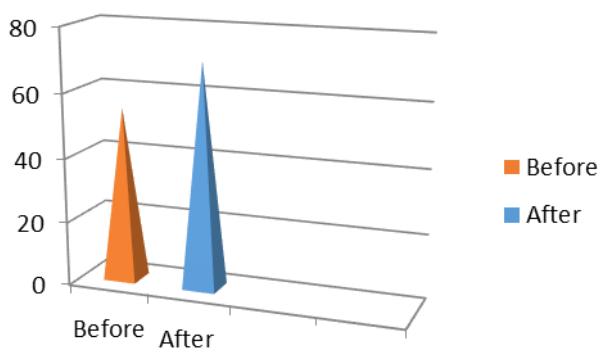


Chart 1. The improvement between before and after being taught with video

Therefore, the data noted that some shortcut videos could raise the student's performance speaking. The improvement is 16.07%, and it is effective media and suitable for them to use. The students found something new here; they were not bored because of the traditional one and could participate, enjoy, and answer some questions well. The fact shows that the students are motivated and comfortable with this media because it is scaffolding for them to study EFL.

Discussion

The selected errors have affected the students' and teachers' teaching and learning of EFL. The factors were the students; lack of motivation to learn English, lack of confidence, and the student feeling bored in the class (Masykuri, 2022). So, they are less participative and not motivated. Like in conventional, the teaching and learning EFL were pointed on repeating material after the lesson, remembering a script, or drilling. They said no word, even pronounced it well. So they got a low score in enriching vocabulary. Only some students stayed in the class to consult a glossary. The class became boring and less of a joke (Abazi-Bexheti et al., 2018), and the teacher needs to improve personal creativity (Purnama et al., 2019), the new strategy to enrich the vocabulary (Nikijuluw, 2018). There is an essential supply for oral linguistics to continue growing the online class.

The use of media for ELT has been done during the Covid-19 pandemic in learning reading, and the result is effective even though it took work to operate the platform (Saichun Nizar, 2020). This study uses shortcut videos to practice speaking and enrich the vocabulary (Masykuri, 2022). Using shortcut videos containing a short dialogue in some scenes, the

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students can watch to pronounce statements and observe to express some opinions. Besides, shortcut videos covering the authentic material help explain the material simply without talking much or providing instruction. They watch the movie, then let them answer the question independently. The shortcut video effectively creates a relaxed and enjoyable atmosphere during the lesson. Innovative and creative tools attract students' attention and change EFL's uninteresting teaching and learning (Ashrafi, 2020; Ghiasi & Keramat, 2018).

There is no relationship between a student's motivation and technology. The teacher who applies something new, including an icon of technology, will appear curious so that the student will pay more attention to the teacher's explanation. It will be more effective if the teacher masters and combines technology to convey the message.

The challenges for teachers are mastering a personal digital skill and creating a good connection. The teacher needs digital skills from the beginning to the end. By making shortcut videos, the teacher will make them accurate; by downloading the popular movie, cutting them off, compiling them, compressing them to a smaller size, and the last is, sharing them in the online class. The teacher should need an assistant to help to multitask. The other one is signal and connection. Only some places have available signals; in another case, the conversation suddenly stops when the connection could be better. The learning and teaching in ELT will not be performed if there is no signal or connection.

The classroom's newest apps use shortcut videos for the main content and instruction. The application based on Android, like Zoom meeting apps, works as an online, live, and interactive class. The result of using shortcut video aligns with some reasons for using video as teaching media, especially the point of motivation. Most students presented an encouraging interest level when they met the language in use and watched it, while this is a coupling plus an attention-grabbing task (Knoop-van Campen et al., 2020; Woolfitt, 2015).

CONCLUSION AND IMPLICATION

Conclusion

Based on the finding and discussion, teaching using shortcut videos makes students enjoy and enthusiastic. In learning-teaching EFL, students are more active. The class atmosphere is alive, and the students need feedback that hopefully is a good response. The use of videos can charm the learners' interest and motivation. By implementing shortcut videos,

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the students can watch the excellent pronunciation of some expressions and observe how to express some expressions. Besides, shortcut videos help the teacher explain the content briefly without talking much. The video also produces a stress-free, comfortable condition during the lesson. This feature effectively gets noticed by the student and then transforms the wearisome teaching-learning EFL. According to the student's scores before and after being taught, shortcut videos can significantly increase students' speaking skills. It helps the students improve their speaking skills, especially in pronouncing and knowing the grammar, expressions, and vocabulary fluently.

The new technology influences students' motivation. The more teachers implement the newest technology, the more interested students are in it, and the more understandable materials will be. Therefore, the class with shortcut videos also has a different atmosphere. The applied technology is more popular than the classic one.

Zoom meetings integrate three factors into the learning strategy to make successful learning prospects. The teacher should include student inclusivity, digital ability, and accessible pedagogical rationale. Based on the result of classroom observation research, the researcher gives some points suggested as follows.

The English teacher should consider students' needs and interests before designing speaking materials. The teacher needs to change the activities and use communicative activities in the teaching and learning process to reduce the students' bored and monotonous teaching and learning process. Besides, the teacher must provide videos in the teaching and learning process because videos help the teacher deliver the materials efficiently and keep them interesting. The teacher also needs to master digital tools, like Zoom meeting apps, and how to produce videos.

The students can practice intensively to improve their speaking since speaking skills are increased by doing some practice. They can gain skills by watching a Western movie or English film or listening to music. If they do all of them, they will find more exercise in speaking well.

Implication

The implication is that a blended learning paradigm and digital mastery, using short video clips that drive students to play and improvise, can teach students how to improve their speaking and writing skills. They can form words, phrases, and even numerous sentences

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through films. It demonstrates that digital learning can be effective only when the learner is seated in front of a computer or other device.

The same is true for students' discussions; these conversations benefit their language learning, even though they complete all their home studies.

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