THE USE OF ZOOM VIDEO CONFERENCE TO TEACH ENGLISH IN VOCATIONAL HIGH SCHOOLS

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education Department

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work other people, except those cited in the quotation and references, as a scientific paper should.

Yogyakarta, 10 Agustus 2022

Moh Ade Saputra

MOTTO

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."

-Christian D. Larson-

DEDICATION

I dedicated my thesis to myself and want to thank myself for believing in myself and doing this hard work. I would dedicate my thesis gratitude to my beloved parents and my sister, who gave affection, and motivation loved me, and always believed me, and to all my friends who encouraged me to finish my study and thesis until now.
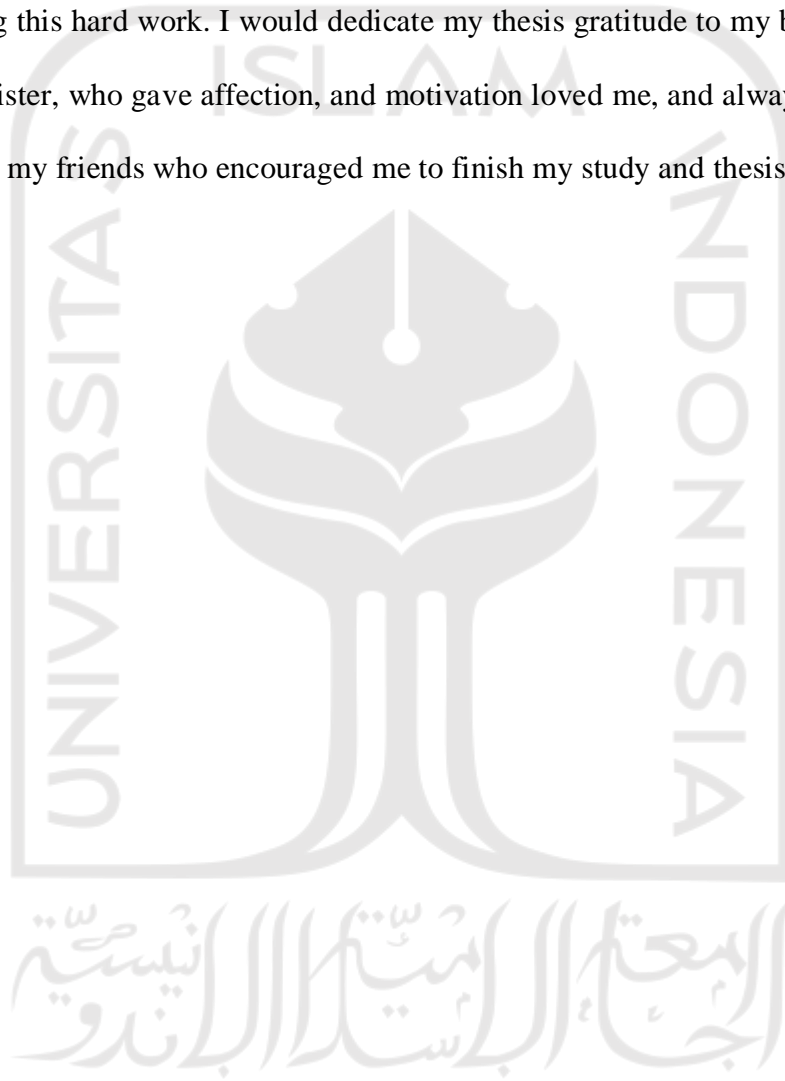
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ABSTRACT

This research aimed to describe the implementation of a Zoom video conference in Vocational High School and involve students. The participants consist of 32 students from grade 12 majoring in Fashion were involved in this learning activity. The data was collected through classes were synchronously and asynchronously due to the COVID-19 pandemic. All activities were carried out online using the Zoom Meetings platform that provides video conferencing facilities, and students could interact with one another at the same time, even in different locations. This study found out that Zoom is an alternative online learning media for teaching English to students during the Covid-19 Pandemic. It can help the face-to-face learning process to learn activities from home or work from home to run optimally by adjusting to the current pandemic situation.

Keywords: Power Point, Vocational High School, Zoom meeting

CHAPTER I

BACKGROUND OF THE STUDY

One of the impacts of the COVID-19 Pandemic is on the education sector. The government temporarily closed school access to avoid the spread of COVID-19. It encourages distance learning by opening an educational platform that institutions and educators can use to reach students remotely and limit educational disruptions. Zoom cloud meeting is one of the widely used platforms as a learning medium. Zoom is used mainly because this platform allows learning activities or discussions such as face-to-face learning in class and supports communication needs with many people anywhere and anytime without having to meet physically. In addition, it is challenging to practice conversations carried out in pairs or groups. However, the Zoom app is better than other educational platforms as it facilitates distance learning and allows discussions like in a real classroom (Laili & Nashir, 2020). A problem in online teaching and learning activities during a pandemic is when the teacher only gives assignments through the Zoom platform without explaining the English learning material. According Sam (2016) suggested that the primary purpose of teaching English to students is to develop their knowledge of dealing with real-life situations.

On September 21-26, 2021, I observed a class at a Vocational High School in grade 12 for 4 hours a day. At first, I was happy because the teachers received us well and helped with the work in the school library. During my internship, school teachers

carried out activities that build student motivation in online and offline learning because teachers care about students. I got a class XII majoring in fashion, of course, my friends and I got a different class so from that I got a fashion class which according to the class teacher the students were quite active because of all the students in the class. I taught were women the students are active; besides that, I learned many new things while doing observations, such as making one-sheet lesson plans, teaching using a hybrid system, and the teachers who were very friendly to all of us. I also tried to use some online learning platforms for students. I choose a convenient platform according to student needs, such as Zoom meetings. I choose Zoom because I see students using WAG are very inactive and do not respond. Therefore, I use Zoom because it is more effective in controlling students and more optimal in explaining material because this application allows holding meetings for up to 100 participants, users can send texts while the meeting is in progress, users can schedule meetings through the schedule feature. Besides, some students don't have zoom app or internet package, so I ask them to join friends.

CHAPTER II

CONSTRUCT

Due to the COVID-19 Pandemic, the learning process has undergone a related transformation from face-to-face to online-based learning that utilizes various online platforms, such as WhatsApp, YouTube, and Zoom Meetings. Online learning relies on technological devices, and the internet; instructors and students with poor internet connections may be denied access to online learning.

The Zoom application has been used by many people, because of its easy use and low cost. As time goes by Zoom has updated its system a lot so that users are more comfortable to use it, of course many parties are interested in using it and almost every educator at all levels of education uses Zoom as their learning medium. In this case, Zoom is not only a medium for conducting video conferences, but also as a tool to organize classes according to the agreement of teachers and students. Using Zoom as a tool to organize classes has concepts that can be attributed as follows activities that manage planning, organizing, controlling, and evaluating (Sagala, 2009).

Zoom can be used by students and teachers with the provided individual cameras and microphones feature to interact directly as in the classroom before the pandemic (Rahayu, 2020). Zoom is also a video conference that has a variety of activities in its application that may be accessible to teachers and students to be involved. The examples of activities that can be accessed such as communicating, greeting other people in one Zoom room, discussing, question and

answers through breakout room (Rahayu, 2020). In the video conference, it is also presented by Zoom in the form of slides or screens to present the material, assignments and answer questions. When using Zoom, students and teachers can also communicate individually or communicate with other fellow students. (Rahayu 2020). Zoom videos can also be recorded, to be used as documentation of teaching materials that can be viewed again or become material for students who cannot attend during class (McClendon et al. 2017).

Information technology development and advancement provide video platforms for educational reform and opportunities for innovation in education. The COVID-19 pandemic has created a new normal, which in turn becomes a stepping stone to implement online education on a large scale. The function of Zoom Meeting is for communication using video and audio over the internet. This application is beneficial for the online teaching and learning process and essential company meetings without the need for us to meet face to face. Through Zoom meetings, learning activities can provide more experience for students where students can interact directly, and students can ask questions, discuss and presentations on learning problems encountered (Xie et al., 2020).

CHAPTER III

IMPLEMENTATION

In this section, the author describes Zoom's steps of learning activities.

3.1. Pre-Teaching

Before teaching using Zoom, I prepared material about offering help, then I created a Zoom link for students to join during the lesson. After that I sent the Zoom meeting link to WhatsApp Group (WAG) then I prepared help materials, Power Point, and videos as examples of conversation materials offering help. During the learning process, there are no obstacles. The advantage of Zoom Meeting is that users can interact directly during video conferences. I thought using Zoom meetings to deliver material or explain lessons is much better in online learning because now you can communicate and interact directly with students.

3.2. The Procedure of Using Zoom to Teach English

Teaching English in a pandemic situation is difficult, especially grammar, because it has many forms that must be shown and explained. Based on the researcher's observations, the activity before the teaching and learning process was to check students' attendance by using a chat box or calling students. Before starting the class, I ensure all students have the zoom app. It turns out that some students do not have a zoom application. I as a teacher, explain the steps for using zoom meetings that are applied during the English teaching and learning process are follows: the teacher uses

the screen sharing feature to share or display the material being explained to students

after the explanation is followed by a discussion about the offering help material with

group friends, practice conversations by choosing students at random, and also provide

feedback.

3.3. While teaching

Kegiatan	Deskripsi kegiatan	Waktu
Pedahuluan	1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengawali proses KBM sbb ; • Salam pembukaan (religius) • Mengkodisikan kelas • Mengajak berdoa (religius) • Mengabsen kehadiran siswa(integritas) 2. Sebelum mengenalkan topik pembelajaran, guru warming up kelas dengan teacher talks bersama students, serta disesuaikan dengan karakteristik dan jenjang peserta didik dianataranya : • Menanyakan kondisi mereka • Menanyakan kesiapan peserta didik dalam mengikuti pelajaran. • Menanyakan apa yang telah mereka pelajari pada materi sebelumnya tentang report 3. Menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai yaitu KD . 3.27 KD . 4.27 4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. • Fungsi sosial • Struktur teks • Unsur kebahasaan 5. Diakhir kelas guru memberikan 1 tugas untuk membuat percakapan sesuai tema yang telah ditentukan.	5 menit
Inti	**Syntak** Deskripsi kegiatan	Waktu

Figure 3.1 Teaching Lesson Plan

When I started my lesson as a teacher, I gave an opening greeting; after that, I checked the students who were present in the class and zoomed in, then I asked students about the material that I started the material I would teach, namely offering help. After I explained the material, I gave some examples of Offering Help conversations and some pictures and asked students to describe the images. After showing pictures and examples of conversations, I asked some students in the class who were following the zoom to practice the group dialogue assignments I had given last week. After students practice the results of their projects, I re-check students' understanding of the material I teach, and after that, I end the class.
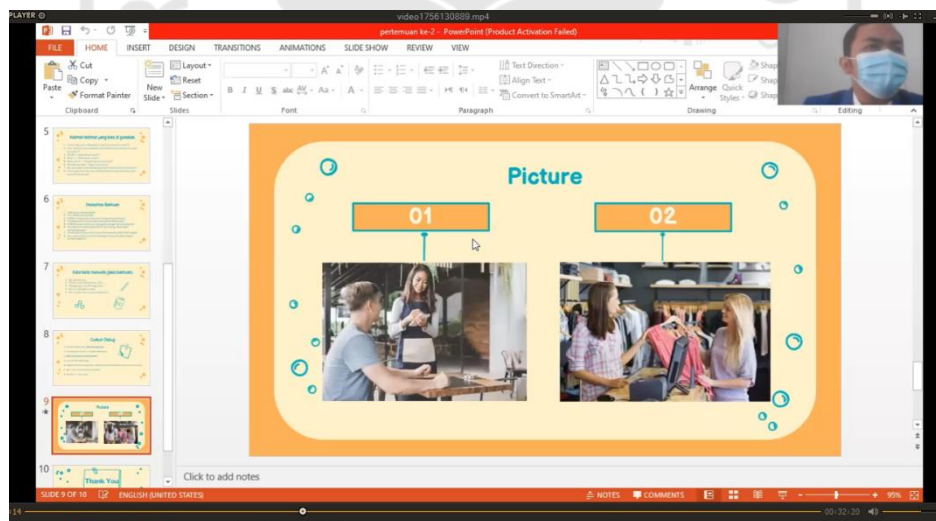
Figure 3.2 Synchronous Class

As in the picture below, I give an example of a video to students via Zoom and explain the material using Power Point; besides that, there are also some conversations and some pictures to serve as examples. Students were required to describe it by offering help.

0:07:30 – 00:11:30	Guru : nah sekarang saya akan memperlihatkan sebuah video percakapan tentang offering help.
	Guru : Apakah vidionya sudah kelihatan?
	Adisti : sudah sir,
	Guru : Apakah vidionya mengeluarkan suara?
	Lilis : nggak ada sir
	Guru : oalah, nggakpapa yang penting subtitlenya ada ya.
	Guru : Ada yang tau nggak percakapan di video tadi tentang apa?
	Osya : mencari baju sir,
	Fani : penjual dan pembeli
	Azalea : kasir dan costumer
0:11:30 – 00:14:00	Guru : sekarang saya akan memperlihatkan gambar dan kalian mendeskripsikan gambar tersebut.

Figure 3.3 Zoom Recording Transcript

This is a transcript of the Zoom recording I used while teaching as proof that I used zoom meetings while teaching at school. I started the class with an opening; after that, I asked about the material from the previous week so that students remember the material that was taught. After that, I showed the students some pictures to serve as examples of offering help. Students were very active when I started the lesson, and also, they all worked on the offering help conversation task that I had given during the previous meeting. Some of them practised the offering help task that I had given.

3.4. Student's Participation During Zoom Session

Figure 3.4.1 Student's Participation during Zoom Session

Students feel that face-to-face learning in class are considered more optimal, and the delivery of material provided by the teacher is much more acceptable than online lectures even though using zoom video conference (Laili & Nashir 2020). In face-to-face learning, the teacher can choose various learning methods that are more fun and interesting to apply in the classroom. Students are more interested in learning and exploring the material than online learning through virtual media such as video conferencing in a zoom meeting. The teachers have no choice; they can only teach using conventional learning methods such as lecture and question and answer methods so that the participants get bored during the teaching and learning process.

Students are encouraged to be more active and independent in learning during online learning through zoom meetings. The student response to the teacher was very good and the student response to other students was very good when practicing

conversations about offering help when using Zoom and also in class. However, several things need to be considered, such as the availability of internet networks and data packages which are an additional burden for students. The phenomenon of the Covid-19 pandemic can also be an encouraging step for every university in utilizing technology-based learning towards the industrial revolution 4.0. Although zoom meetings are less effective in teaching English, this app is better than other educational platforms as it facilitates distance learning and allows interactive communication between teacher and students like face-to-face in a real classroom. By taking advantage of the zoom app, teachers and students can more easily communicate verbally than in writing or via chat (Xie et al., 2020).

3.4 Reflection

After I finished teaching in a month, many things happened during my teaching practice. A common problem that hinders my education, such as one-sheet sheet lesson plans, is usually as a pre-service teacher. Dealing with students who do not have internet packet data when Zoom meetings, do not have a Zoom application and make sure students do the assignments I give. As a teacher, I need to overcome the obstacles in students, either in synchronous or asynchronous classes. For example, some overwhelming students do not have a quota and do not have a zoom application. I was a teacher and asked them to join their friends who have a zoom to watch together

learning on zoom and make sure students in the class did the assignments I gave them by looking around them while students were working on tasks.

CHAPTER IV
CONCLUSION

Based on the descriptions, it can be csoncluded that Zoom is an alternative online learning media for teaching English to students during the Covid-19 Pandemic. It can help the face-to-face learning process to learn activities from home or work from home to run optimally by adjusting to the current pandemic situation. Teachers and students conduct distance learning activities to reduce learning barriers. Through Zoom, teachers and students can guide video conferencing which is a real substitute in offline classes as a means of communication in online learning. However, the drawback of this application is that the internet network is intermittent resulting in a lack of student understanding of the material being studied.

However, the Zoom Meeting app is better than other educational platforms as it facilitates distance learning and allows discussions between teachers and students or students, just like in a real classroom. The critical thing to note is that the continuity of video conferencing on Zoom depends on the internet network. Teachers and students must use excellent and supportive internet access to use the Zoom application to participate in learning activities.

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