

Students' Speaking Activity on Zoom Application: A Need Analysis

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ABSTRACT

The changes of the learning system from face-to-face classroom interaction to online learning system during the Covid-19 pandemic bring significant impact on the process of learning. Different activities of learning are required to be presented for the continuity of the learning process. These changes then lead to the different students' needs in learning. This paper reports the result of finding out the need for students' speaking activity on zoom through need analysis. The study has been conducted at the State Islamic University of North Sumatra. Students of the fourth semester in the academic year 2020/2021 were chosen as the participant of this study selected by using purposive sampling. The total number of participants was 74 students. The design of this study is qualitative research. The data will be obtained by distributing questionnaire to the students. The content of questionnaire is about need analysis specifically in target needs including lacks, necessities, and wants based on Hutchinson and Waters (1991). The result of this study revealed that students need to learn English speaking skill to improve their speaking ability in order to communicate actively and facilitate them to learn other skills of English. Referring to the students' lacks of learning speaking on zoom application, 52% mentioned that the variation of speaking activity on zoom is limited. Further, the interaction to create good chemistry between students to teacher or students to students does not occur flawlessly. For about 81% students prefer to make a dialogue such as conversation and practice it in small group. Beside, discussing an interesting topic and experience, question and answer, storytelling, role play and games are what students' wants in speaking activities. The significances of this study can be the reflection for the further learning process in online learning system especially in speaking activity on zoom application.

Keywords: *Need analysis, Speaking activity, Zoom Application*

1. INTRODUCTION

Speaking in foreign language is such a direct skill since it usually occurs spontaneously with a meaningful context. It covers several points more than just vocabulary and language structure but including the fluency and using language appropriately. As a result, Al Hosni [1] insisted that speaking is indispensable skill in learning language since the benchmark of learning language and its successful will be based on students' competency to engage the oral tasks. In addition, Bergil [2] argued that using target language communicatively in accordance with an occupation, education and travelling is the main purpose of learning language. The constant value also expressed by Aprianto & Zaini [3] who categorized speaking as productive skill and is an essential principle for undertaking the communicative competence effectively. In conclusion, due to learning language, students are expected to practice the target

language orally to raise communicative competence as the goal of learning language especially.

Hence, to achieve this goal, there must be good interaction between students and teachers. This interaction is obviously built through the practice that is assigned as speaking activity. As a matter of fact, based on circular form from Ministry of Education and Culture, No. 4/2020 [4] about the implementation of education policies in the emergency period of corona virus disease (Covid-19), teaching and learning process do not run as usual (face-to-face classroom interaction) unless virtually.

In face-to-face classroom, the occurrence of activity will be intertwined frequently. Ideas, jokes, gestures, movements, and expressions can be undoubtedly caught by teacher to deliver new opinion and feedback related to the teaching material. This condition definitely supports the learning atmosphere to make students brave

to speak, eager to acknowledge, and curious to learn that drives to students' activity in term of physical, mental, and cognitive. Some studies ahead have proven this statement including: Muslichatun [5] mentioned that games increases students' speaking practice. Arismayang [6] showed that some activities such as role play, peer feedback, and communication games improved students' speaking skill. Besides, Afriani, et.al., [7] argued that speaking activity linked students' cognitive development and students' character. However, in online learning system, the interaction between teachers and students do not occur naturally. At the same time, the goal of teaching speaking must be achieved despite learning process is in transition status. Response and feedback are inadequate because of computer screen. Distance and different environment often lead to inconsistent students' mood, focus, and psychology. At the end, those conditions create the discouraging desire to learn and diminish students' enthusiasm to engage the oral activity as the goal of teaching speaking. These cases are in line with what researcher found in preliminary research. After having an interview, some issues are visible to be handled.

To begin with the occurrence of interaction in online learning system that mostly happens more formal rather than in face-to-face class. This brings tedious moment, the natural chemistry among students when practicing speaking, giving feedback, expressing argument does not flawlessly encountered. It is caused by gestures, expression and body language do not present in real. This can be said that the ideal process of teaching speaking has not been achieved yet maximally. Supported by Raja & Nagasubramani [8] in their finding research mentioned that one of the weaknesses of using technology in online learning system is lack of interaction and students' focus. He explained that students' can easily play their mobile phones and computers while the cameras and speakers are muted. In spite of fact, speaking activity need full of interaction and attention from both students and teacher. Again, this will be implemented in online learning.

Then, other issues will relate to the teaching speaking and speaking context. This implies to the main goal of speaking subject. The goal of speaking subject is students are expected to be able to speak not only based on grammatical competence but also to deliberate another competence into account such as sociolinguistic, discourse and strategic competence. This is in line with Mounika & Thamarana [9], they revealed that speaking in foreign language is not merely about being able to speak but considering the proper social and culture relates to the certain situation. It can be concluded that speaking ability is the representation of communicative competence, exactly. Practicing language is not solely about understanding the rule of grammar. It should consider any particular culture related to the language feature used in social context. Inevitably, implementing speaking activity on zoom application stands far away from having social context.

Another issue found alludes to the speaking anxiety. It closely links to the students' confidence and motivation even students' psychology. Students' psychology in conveying argument in front of public will be different from only having a seat in front of personal computer (PC). This case supported by Rashid et al., [10] who formerly stated that speaking anxiety remains even though the online learning takes place. They also explained that students with speaking anxiety felt that as if the universe was watching them. Moreover, the absence of motivation to speak emerged since the speaker is pseudo. The indication of this statement inherently means that spontaneously, motivation and self confidence will be easier to attend when listening to someone opinion and looking at someone ability in speaking directly compared in online learning where no one around.

In regard with the online learning system, speaking activity is essential to run students' speaking anxiety low. A research conducted by Sutarsyah [11] spilled that students with low level anxiety could show better speaking performance than students with high level anxiety. Then, recent finding described by Aulia [12] counteracted that the activity like pair work could decrease students' speaking anxiety. Also, Nuzulia and Catur. K [13] added that games could be applied in online learning and gave significant effect to lessen students' anxiety in speaking performance. This implies how principle is speaking activity. As follows, since the goal of teaching speaking is defended, speaking activity should be done even improved in spite of learning process is in virtual mode.

In addition, based on interview in preliminary research at Islamic University of North Sumatera, it is concluded that the lecturer only used the similar activity in teaching speaking on zoom application. The activity is only giving them chance to speak related to the topic discussed voluntarily. Further, if no one delighted to speak the lecturer will forcefully select one student to speak and provide feedback based on topic given. This might be arisen because the teachers are technology illiterate or unfamiliar with the features of application. Contradictorily, Ghavifekr [14] reported that teachers take the role in successful technology based learning. It is in line with current education system whereas online platform such as zoom application, google classroom, etc., are implemented.

Regarding to the issues above, thus, the researcher attempts to release those issues by investigating need analysis in teaching speaking on zoom application. The researcher deliberates some reasons to do this research. It is preceded by the orientation of need analysis for further teaching and learning process. Need analysis is a vital and necessary element in order to achieve learning outcome. It helps teachers to solve problem related to the poor outcome of teaching. This is in line with the definition of need analysis proposed by Andi & Arafah [15], need analysis is a step to do in order to obtain detailed information related to students' necessities, preferences and challenges. Those aspects are identified

to seek the line of appropriateness between students' need and language learning instruction. Strengthened by Hariyadi & Yanti [16] that administering need analysis will extend beneficial outcome in learning language process. Students will perceive what they need and teacher will design teaching-instruction easily based on students' necessities. This implies that need analysis determine the valuable learning outcome and could evaluate whether the learning process is running as well or not.

Besides, by investigating need analysis, expectedly the issues in preliminary research can be handled, particularly in implementing various activities in teaching speaking to avoid the tedious moment, less interaction and speaking anxiety. As an opposite point, in preliminary research, it is found the similar activities used in teaching speaking, meanwhile there are numerous activities (discussion, story-telling, speech, debate, role play, etc..) can be applied. Investigating need analysis means finding the students' need as their preferences, finding students' lack as their obstacles, and knowing students' want as their expectations. To sum up, it is considered as the essential thing to be known before teaching. At the end, after analyzing need analysis, communicative competence that is assigned as a goal of teaching foreign language can be raised as well since teacher and students are in equal point of view in learning process.

Some previous studies about need analysis have been analyzed flawlessly for EFL students in English language teaching (ELT). Here some recent studies in last five years related to need analysis with different particular group. Preceded by Ulum [17] reported that the needs for preparatory class of ELT students in their speaking activity should be completed by interesting activities and aiding materials. The interesting activities encompass to the authentic activities of speaking practice for instance, to communicate with native speaker in order to create interactive participant in speaking, while aiding materials refers to the tolls and means used to enhance their motivation to speak such as video, CD players, projectors and so on. Nimasari [18] showed that need analysis of English for specific purpose (ESP) in informatics engineering students addressed to their future career, and English as their fundamental competence to pass academic requirement, this research finding also implied that students need both suitable and comfortable classroom associated with informatics and engineering context to have an active interaction between students and lecturer. Puspita & Rosnaningsih [19] informed that doing need analysis by using simulation could develop students' skill in speaking. Students' level of grammar and lack of self confidence can be detected through simulation. So, teaching instruction can be adjust as well as students' needs.

In relation with the previous studies of need analysis that is applied in different participants of EFL and ELT field, this present research will focus on need analysis of students' speaking activities on zoom application. Zoom

application represents the virtual online platform used in this research. The reasons are zoom application is the newest application since this pandemic, yet it has been the most familiar application to foster online learning system and commonly used in many institutions. In one hand, this application is also relevant with speaking subject since eye-contact, face-expression and gesture can be seen even virtual. In another hand, zoom has time flexibility in organizing virtual meeting conference. Due to these reasons, and there has been no previous study of need analysis dealt with zoom application in online learning, the researcher attempts to present a different account of need analysis in online learning system.

In a view of all explanations above, expectedly, this research gives significant effect for students in online speaking class and facilitates teachers in teaching speaking virtually. Students get their needs and teacher design teaching instruction properly. Moreover, this can be assigned as effective consideration of teaching speaking by noticing the relevant and sufficient activities should be applied within teaching speaking on zoom application. Thus, the main goal of speaking class can be achieved precisely.

2. METHOD

Since non-numerical data are required in this research, no hypothesis stated before gathering data, no statistical procedures but explaining result descriptively, qualitative research design is considered as this present research used literally. According to Gay et al., [20] described that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non-numerical) data to gain insight into a particular phenomenon of interest. Specifically, this research is categorized as case study research. It is viewed from its definition expressed by Mukhaiyar [21] that case study is a research that investigates a phenomenon empirically whether the phenomenon is contemporary or it has been done but is still being felt when the research is ongoing. Definitely, this definition literally relates to this present research where online learning system has been implemented to prevent Covid-19 transmission.

To apply this definition toward this present research, the researcher will gather the data by distributing questionnaire and interview. This present research attempts to find students' preferences, obstacles, and expectations within speaking activity that is applied by using zoom application. Further, the questionnaire is aimed to investigate students' speaking activities based on students' needs. To gain the detailed information based on the result of questionnaire, the researcher will interview both students and lecturer.

3. RESULT AND DISCUSSION

Based on the result, it is showed that three considerations should be taken into account to decide students' speaking activity along this pandemic period whereas virtual learning process is dominantly happen.

Those three principles are discussed as follows which is in line with the result of questionnaire distribution.

3.1 Necessities

Necessities relate to what situation students will function in obviously about future direction [Hidayati & Haryati, 22]. This implies about what students have to do to know and to perform effectively based on their future expectation, exactly in the target situation. Since the tendency of this research is speaking and its need analysis, especially speaking activity should be deliberated maximally to achieve teaching and learning process of speaking through virtual application, in this case Zoom application as the media of online learning. Thus, based on the result of questionnaire, students who learn speaking have the goal to be able to speak English well and properly. Besides, students also need to learn English to facilitate them to learn other skills of English such as listening, reading, and writing, and obviously they will apply it in the world wide more than just in a classroom. The classification of the result can be seen as follow:

Table 1. Classification of necessities

No	Question	Result	The number of student
1.	<i>Why do you need to learn Speaking?</i>		
	- <i>To communicate as well in English</i>	57%	43 students
	- <i>To facilitate to learn other skills of English</i>	30%	22 students
	- <i>To improve self confidence in front of public</i>	10%	7 students
	- <i>To get better mark of examination</i>	3%	2 students
<i>Total</i>		100%	74 Students
2.	<i>What is your goal to learn Speaking?</i>		
	- <i>Particularly, to assign it as compulsory course</i>	5%	4 students
	- <i>To improve my ability and skill in English</i>	70%	52 students
	- <i>To be able to practice English</i>	15%	11 students
	- <i>To improve self confidence when speaking English</i>	10%	7 students
<i>Total</i>		100%	74 students

3.	<i>Where usually will you apply your speaking skill?</i>	20%	13 students
	- <i>In the classroom</i>	10%	7 students
	- <i>In the classroom and occupation</i>	25%	17 students
	- <i>In the classroom, social media and occupation</i>	50%	37 students
<i>Total</i>		100%	74 students

3.2 Lacks

Further, after knowing what the students' necessities, it should be underlined to minimize the lacks in the learning process to achieve the goal of learning. Lacks like a gap between students' target situation and students' present condition. Students have future orientation of learning process, but they also have benchmark of present knowledge. Nevertheless, the lacks will be far different from face-to-face classroom and online classroom. Some lacks are found when online learning system is implemented are;

3.2.1 Poor interaction

No matter how sophisticate the condition is, interaction is such a heart of learning process. Small greeting can award big impact to the students. Unfortunately, computer screen cannot replace the existence of interaction. In fact, there are many students even teachers feel like they are not fully ready to face the advancement technology as the main media of learning. As a proof, the result of questionnaire showed that more than 55% students feel uncomfortable with the online interaction while learning especially in teaching speaking. This condition leads to the untouchable chemistry among students. Eye contact, gesture, and face expression cannot directly be seen and felt by speaker. Besides, different environment will result different focus and concentration. In addition, incorrect students' utterances and sentences will be difficult to be noticed since the internet connection become the primary aids of learning. In spite of everyone face is seen through computer screen, but it often directs to misunderstanding point of view because of pseudo condition. In short, the acceptance of online interaction is still debatable remembering the exposure of learning is eventually not keen, thus the desire to learn is trivial.

3.2.2 Inadequate activity

Learning language need an enjoyable activity to grasp new words, clauses and vocabularies easily. Activities can stimulate students' cognitive intelligence and make something new more memorable. In relation with the implementation of online learning system through zoom application, some activities are difficult to

be applied. It needs deep concept of learning, yet it feels more passionate when it occurs impromptu or naturally of implementing numerous activities in speaking, such as role play, conversation, debate, storytelling, etc.. This atmosphere of learning obviously challenges and motivates students to always respond and reform feedback from others. However, since those activities are limited by computer screen, illiterate technology from both teacher and students, and the smoothness of learning is depended on the internet connection, a lot of activities are reduced. At the end, teachers often implement teacher centered method with simple questions activity. In this case, only students with high intelligent usually give fast response and share their opinion related to the topic discussed, while others are reluctant to speak and remain silent because of similar activities used by teacher.

3.2.3 *Hard to understand material*

Getting difficult to understand material in online learning system does not be the odd thing. This condition describe how unique the learning process is during this pandemic, where students do not understand well the material but it continuously flow to the next topic of discussion. One dominant answer mentioned by students about the impact of online learning system is they feel hard to understand the material. This condition can be caused by the atmosphere of learning. It will be different when having a seat in front of personal computer alone from sitting together in class. Teachers' explanation, jokes and examples are clearer in classroom and directly can touch students' logic in spite of listening explanation from computer speaker. Moreover, some students also mentioned that they feel insecure to ask something they don't understand. This feeling locked them to feel more safety to not ask rather than speak up, yet it is in speaking class. Thus, despite zoom application is facilitated with several features that can help the learning process, as a fact, it is still not helpful in providing students' understanding.

3.2.4 *Tedious learning process*

From the explanation of previous lacks above the researcher concluded that poor interaction leads to the inadequate activity that can be implemented. Then, when teacher commonly used similar activity in teaching speaking or only focus on teacher centered, it will affect to the unpleasant learning condition. This condition motivates students to neglect teacher explanation. At the end students do not understand the outcome of learning and only have a tedious moment of learning process.

3.3 **Wants**

The researcher concluded that wants allude to the students' interest and desire. In regard with this research, the researcher obtained the information that 81% students love several activities should be implemented even happen virtually. The activities are making short dialogue and practice it in small group, this can be named by conversation activity. Small group

is around 3-4 students. Role play, storytelling, question and answer and games are also suggested by students. Further, related to the topic of discussion, students prefer to discuss about an interesting-experience topic. They revealed that they will not be speechless when the topic is well-known by them. Again, they can share point of view with different perspective. Thus, they don't feel pressure while conveying the ideas and arguments.

4. **CONCLUSION**

Different atmosphere of learning during the prevention of Covid-19 brings different activities acquired. The activity of learning should be analyzed in order to know what students' needs are. Thus, investigating need analysis should be done as the reflection of the learning process. It is in line with the meaning of need analysis itself whereas need analysis is a fundamental part in teaching and learning process in order to know what students' intention in certain field of learning and as educational planning and evaluation which addressed to the future students' need. In relation with the adjustment of learning process from face-to-face classroom interaction become online learning system, obviously leads to the different students' need. To sum up, the researcher revealed that students' speaking activity in online classroom by using zoom application acquired significant different necessities, lacks, and wants.

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