Abstract

A few studies have investigated Zoom application for EFL speaking practice during this covid-19 outbreak. Still, there are minimal studies that compare speaking practice assisted by Zoom with face-to-face speaking practice. Thus, this study aimed to find out students' preference of face-to-face speaking practice compared with Zoom-assisted speaking practice and the suggestions to meet the ideal speaking practice during the Covid-19 outbreak. The research method employed in this study was descriptive qualitative research in which it used open-ended questionnaires to gather data. The results showed that 61% of the students liked face-to-face speaking practice due to social interaction, the more comfortable atmosphere, practicality (no time constraint and no internet connection issue), and support for self-improvement (improving confidence, getting more knowledge, and easier to understand). Furthermore, some suggestions related to Zoom-assisted speaking practice were to make it shorter, be on time, and give more variation on discussion topics. In summary, face-to-face speaking practice is more preferred than Zoom-assisted speaking practice. Moreover, the suggestions to meet the ideal speaking practice during the covid-19 outbreak include Zoom with some class regulations that can save more internet data and make it more exciting.

Keywords: EFL; speaking; Zoom application; Covid-19; pandemic

Introduction

In early 2020, the coronavirus outbreak has officially become a global pandemic. According to the Indonesian Ministry of Education, decree number 4, 2020, forces educational policies in the emergency due
to the covid-19 pandemic (Yulia, 2020). Those policies have intrigued the alteration of the EFL learning process to be conducted in distance learning or online-based system. It forces educators to change the learning mode and re-create such a learning process to accommodate their students to learn English. Online learning is the only option for educators to conduct EFL distance learning.

Many studies have shown the significant impact of technology in almost all activities. One of them is the study conducted by (Bawanti & Arifani, 2021). It proves that in this current situation that is hit by the covid-19 virus, technology plays a massive role in all activities, including teaching and learning. All educators and students must carry out the teaching and learning process in their respective homes. Thus, in this case, the internet’s technology becomes the critical point in facilitating the learning process. Internet is a powerful and resourceful tool that significantly impacts foreign language education (Arikan, 2014). Accordingly, online learning by using the internet and technology is the new source for both students and teachers in establishing such a practical learning situation (Ellis & Bliuc, 2019).

However, being facilitated by the internet and advanced technology is not enough; educators are forced to be creative in designing the teaching and learning process to achieve the objectives of EFL learning. Educators must create or take advantage of the abundant number of online applications that can support the learning process to achieve the effectiveness of EFL learning (Baron, 2020).

During this covid-19 outbreak, the global decision in the educational field to conduct distance learning has positioned the students to have no face-to-face interaction with the teachers or their peers. One of the English skills that are greatly influenced by that occurrence is speaking skill. The disturbance in conducting EFL learning focusing on the speaking skills during this covid-19 outbreak becomes a considerable challenge since the teachers must switch the face-to-face learning activities into online-based learning activities.

During this covid-19 outbreak, establishing an interactive learning atmosphere to sharpen the students’ speaking skills is not an easy job for the educators. The restrictions to conduct face-to-face classes force educators to reshape the learning situation, significantly to improve the students’ speaking skills. Fortunately, the advance of mobile technology provides several online applications that educators can use to facilitate English learning, speaking practice, in particular (Baron,
One of the applications that bring advantages to the process of English speaking practice is the Zoom application. Prior studies have reported the positive impact of Zoom application on English learning, mainly speaking practice activity. A study conducted by (Shodik, 2021) reveals that by using Zoom video conference can improve the students’ learning performance of eleven grade of senior high school. (Bawanti & Arifani, 2021) also states that Zoom applications affect the students’ academics, especially in their speaking skills during the pandemic. In addition, a study conducted by (Risma, 2021) shows that the Zoom application provides both teachers and students with motivating and stimulating activities in English learning.

Based on the preceding prior studies, it is concluded that a few studies have investigated the use of Zoom application for the English-speaking practice during this covid-19 outbreak. However, minimal studies compare speaking practice assisted by Zoom with the everyday speaking practice that is face-to-face. Hence, this study seeks to uncover the students’ perception of Zoom application for the English-speaking practice during the covid-19 outbreak and compares it with the face-to-face English-speaking practice in the normal condition. The following research questions guides this study:

1. Which one do the students like better face-to-face speaking practice or Zoom-assisted speaking practice?
2. What are the students’ suggestions to meet the ideal speaking practice assisted by Zoom during this covid-19 outbreak?

Literature Review

Speaking Skill

Many language learners have perceived the importance of speaking skills for communication (Srinivas, 2019). Not only for informal communication but speaking skill is also impactful in academic and professional situations such as school admission, scholarship, settling down the profession, and others. Moreover, in an international setting, someone must communicate in real-time with English as those situations demand speaking skills (Srinivas, 2019). Speaking skill is the productive skill that serves the purpose of communication by expressing our thoughts and feelings orally (Bawanti & Arifani, 2021).

The success of communication through speaking skills is not merely about language mastery but also interaction. Speaking becomes a
medium to express what we feel and what we think orally. Brown in (Bawanti & Arifani, 2021) states that the key to achieving the interactive language function is social contact, including gestures, eye contact, and other non-verbal languages. The critical role of interactions for obtaining the practical setting of the speaking learning process is also proposed by (Baron, 2020). They said that students could improve their speaking skills through their interaction with the lecturers or their peers. The interaction allows the students to practice the language they learned and learn the language aspects. Moreover, the students can also practice the language functions such as grammar rules, vocabulary, pronunciation, and others through the interactions they make (Sayuri, 2016).

**Zoom Application and Its Positive Impacts on English Learning**

There are several positive impacts of Zoom on the learning of English speaking skills. Speaking practice assisted by the Zoom application is more effective in increasing students' comprehension because it creates a pleasant circumstance so that the students be more focused on listening to their peers in the form of presentation activities, discussions, and others (Thamrin et al., 2020). The zoom application enables the users to see each other through the video, creating a fun atmosphere during the learning. The users of the Zoom application can also change the background of their video that making the self-video of the users looks stunning.

Distance learning is no longer becoming a problem for both teachers and students because of the feature of Zoom that serves flexibility in usage. (Bawanti & Arifani, 2021) conveyed that the Zoom application bridges space and time to connect the teachers and students anytime and anywhere. Zoom application is also helpful for the teachers and students with limited mobility access (Dharma et al., 2017). Thus, the speaking practice that requires interaction between the learners and educator can be assisted by using the Zoom application during this covid-19 outbreak.

In addition, Zoom also serves educators and students easy access that is mostly compatible with all devices. (Anggraheni et al., 2020) state that students can use the Zoom application on various platforms, both on smartphones and desktops. It can be used on smartphones with Android and IOS. It also can be used on desktops with Windows and Macintosh operating systems. The flexible installation of Zoom to various devices enables the teachers and students to conduct speaking practice through
video conference applications with ease.

**Method**

**Research Design**

To answer the research questions, this study applied descriptive qualitative research. The goal of the descriptive qualitative research was to obtain comprehensive summarization of specific events experienced by a group of people. This study explored the students’ perception of implementing speaking practice activities assisted by the Zoom application and compared it with the face-to-face speaking practice. Moreover, it also endeavored to comprehensively describe the ideal speaking practice assisted by Zoom during this covid-19 outbreak based on the students’ suggestions.

**Participants**

There were 82 participants in this study who were non-English students of Sanata Dharma University, Yogyakarta. They were first-semester students of Accounting majors from three different classes who took General English course. The age of the students ranged from 18-21 years old and consisted of 49 female students and 33 male students. The students’ first language is Bahasa Indonesia, and English is the students’ target language as their foreign language.

**Data Collection**

As this study applied qualitative research, it involved a rich collection of data from research participants’ opinions, perspectives, and attitudes (Nassaji, 2015). Data sources of this study were the students’ perceptions towards the implementation of speaking practice assisted by the Zoom application during the covid-19 outbreak. The data was collected by using open-ended questionnaires. An open-ended questionnaire was used because it discovered responses with less bias than the closed-ended ones (Reja et al., 2003).

It was an anonymous questionnaire to have more freedom in expressing their perceptions. Two questions asked: (1) What was the preferable method for the students’ speaking practice activity compared to the face-to-face speaking practice, and why? (2) What were the students’ suggestions to meet Zoom applications’ ideal speaking practice activity?
The open-ended questionnaires were administered through the online platform. The participants were asked to fill out online forms by clicking the link address of the questionnaires. It was believed by Schaefer and Dillman as cited in (Reja et al., 2003) that online-based questionnaires would generate richer responses due to the relative ease of typing more extended responses, as compared to handwriting. An online questionnaire was also applied because it became the most familiar method since the students were so literate in using the technology, especially their smartphones.

Data Analysis

The researchers analyzed the data in this study in several steps suggested (Miles et al., 2014). The analysis encompassed three steps. The first step was coding analysis. In the coding stage, the researcher examined the qualitative data of this study in the form of phrases and sentences that were yielded from the students’ responses. The second step was pattern coding. In this step, the data obtained were classified according to specific keywords of the students’ responses. The last step was the narrative description. It was the last step of the data analysis process. In this stage, the researcher digested the information obtained from the open-ended questionnaires.

Discussion

The implementation of the speaking practice activity assisted by Zoom and face-to-face

Speaking practice activity was one of the activities on the General English course with three credits. It was an activity that allowed the students to speak up their opinion and say anything to the given topics. The speaking practice used to be conducted face-to-face. However, due to the covid-19 outbreak, this activity was held online by using the Zoom application. This section described the detailed implementation of those activities.

Face-to-face and Zoom-assisted speaking activity was held in a small group. They were informed about a particular topic that will be the main discussion during the speaking activity. On some occasions, the topics of discussion were random and spontaneous. The students were divided into a group consisting of 4-5 students. A teaching assistant led each group. Three teaching assistants helped the lecturer. The lecturer’s role was to observe and give no intervention to the process of speaking.
The activity with the lecturer-free intervention was conducted to provide more freedom and less tension to the process of speaking practice. This speaking practice was done with a casual atmosphere. The teaching assistant invited and triggered the students to speak up during the time given. Each student was given a chance to say anything related to the topics given. The teaching assistant would also give informal feedbacks on the students’ performance. This speaking practice lasted about 15-20 minutes.

The face-to-face speaking practice was conducted during class time. The students were divided into small groups and assisted by one teaching assistant. They got 15-20 minutes to do the speaking practice. The students could gather in the classroom or outside the classroom, wherever they like. The rest of the students who had not got the turn yet, they do English exercises given by the lecturer while waiting.

The Zoom-assisted speaking practice process was almost similar to face-to-face speaking practice. The difference was that it was done through the Zoom application. The students invited to join the Zoom meeting and practice the speaking guided by the teaching assistant. The rest of the students were waiting at their respective homes for their turn.

**Students’ preference of face-to-face speaking practice compared with Zoom assisted speaking practice**

When the students were asked about their preference of face-to-face to Zoom-assisted speaking practice, the result showed that 50 students preferred conducting face-to-face to Zoom-assisted speaking practice. The rest of them that was 32 students liked Zoom-assisted speaking practice better than face-to-face speaking practice.
Figure 1 showed that 61% of the students preferred to conduct the speaking practice face-to-face. Then, 39% of students preferred to join via Zoom when the speaking practice was conducted.

**Face-to-face speaking practice**

There were 61% of students chose face-to-face speaking practice. Their responses were explained as follows:

Fourteen students liked face-to-face speaking practice due to the social interaction. In detail, five students liked it because they can have direct interaction with their friends and lecturer. They found it essential to have such interaction because they can see, listen and observe the people they talked to directly. Some of them also said that non-verbal expression made communication better. Nine students explained that they liked face-to-face speaking practice because they could personally approach their friends and lecturers, which made their relationship closer. Moreover, they also wanted to get acquainted with their classmates and lecturers through the activity of face-to-face speaking practice.

Eleven students said they like face-to-face speaking practice because it served a more comfortable atmosphere than Zoom-assisted speaking practice. The students explained that the relaxing atmosphere on the face-to-face speaking practice supported the speaking practice to run smoothly as the students expected.
Sixteen students liked the face-to-face to Zoom-assisted speaking practice due to its practicality. Five students stated that they liked it because there was no time constraint. It meant that face-to-face served them with more flexible time during the implementation of the speaking practice. Then, 11 students stated that they liked the face-to-face one because they did not have to deal with the internet connection issue. Some of the students were still in their hometown, in which the location served the internet connection with low quality. Thus, they chose face-to-face speaking practice.

Nine students liked face-to-face speaking practice because it supported the students’ self-improvement. Three students believed that the activity improved their confidence when it was held face-to-face. The direct interaction trained the students to be more confident in speaking English. 4 students admitted that they could get more knowledge from the face-to-face speaking practice. They said that the feedback, discussion, and explanation on the face-to-face activity were more thorough. The students believed it enriched their knowledge dealing with English. 2 students felt that they could understand the topics discussed in the speaking practice better when it was held face-to-face. It made them more concentrated when joining the activity face-to-face. The categorization of the students’ perceptions who preferred the face-to-face speaking practice was presented in table 1.

Table 1. Students’ responses of their preference on face-to-face speaking practice

<table>
<thead>
<tr>
<th>Category</th>
<th>Summary of the Students’ Responses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social interaction</td>
<td>Direct interaction see, listen, non-verbal language to the people we are talking to</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Get closer &amp; get acquainted with teachers &amp; classmates</td>
<td>9</td>
</tr>
<tr>
<td>Atmosphere</td>
<td>More comfortable atmosphere</td>
<td>11</td>
</tr>
<tr>
<td>Practicality</td>
<td>No time constraint</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>No internet connection issue</td>
<td>11</td>
</tr>
<tr>
<td>Self-improvement</td>
<td>Improve confidence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Get more knowledge</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Easier to understand</td>
<td>2</td>
</tr>
</tbody>
</table>
The first finding of this study answered the first research question. It revealed that among 82 students, 61% of the students preferred to conduct the speaking practice face-to-face, and 39% preferred to join via Zoom. The finding that more students liked face-to-face speaking practice than the Zoom-assisted speaking practice was in line with social presence theory. The theory defined that the physical presence of the partners becomes the reason for better interpersonal communication (Mehr et al., 2013). Thus, the conventional speaking practice by holding a meeting face-to-face was more desirable since the students could establish interactive communication during the speaking practice activity.

The elaboration of the research findings related to the students’ preference for face-to-face speaking practice was elaborated in the following section. The most prominent finding was practicality. Students liked to join the speaking practice face-to-face because they did not have to encounter the issue dealing with internet connection and devices. That finding was supported by (Rodrigues & Vethamani, 2015) stating that the unstable internet connection was somewhat challenging for some students that may decrease their motivation in learning. The following finding was the students’ preference for face-to-face speaking practice due to the social interaction with their peers, teaching assistants, and lecturers. Face-to-face learning led to a more substantial improvement of communication than online learning because of the engagement in the emotional connection they had with their teacher and fellow students (Westwick et al., 2016).

Moreover, the direct interaction of seeing, listening, and non-verbal language becomes the students’ reason for having effective speaking practice. In line with Brown in (Bawanti & Arifani, 2021) explaining that eye contact, gestures, and non-verbal language becomes the key to achieving interactive language function. The third finding was about the comfortable atmosphere in the face-to-face speaking practice. The sense of belonging in the face-to-face speaking practice created a comfortable atmosphere for the (Lawson & Lawson, 2013). The last finding dealing with the students’ preference for face-to-face speaking practice was self-improvement. They felt that it was easier for them to grasp the knowledge in face-to-face speaking practice. It was supported by (Herbert, 2006) elaborating that online learning had a 10-20% higher failed retention rate than FTF courses. Thus face-to-face speaking
practice served the students with a learning environment that was easier to be understand.

**Zoom-assisted speaking practice**

Thirty-two students chose Zoom-assisted speaking practice as their preference. The elaboration of their responses was stated in the following section. Twenty-five students said they liked Zoom-assisted speaking practice because it helped them improve their speaking English skills. Fifteen students admitted that Zoom speaking practice made them less fearful in speaking English. They stated that they found it less stressful and less nervous when speaking in an online circumstance (not face-to-face). They added that the face-to-face speaking practice created more tension and increased their anxiety for the students in speaking English. Six students perceived that Zoom-assisted speaking practice gave them more time to prepare their language performance in speaking. They browsed the information and translated the utterance in Bahasa Indonesia into English as their preparation. During the speaking practice, they read the statements they had prepared and read them while speaking. Thus, four students perceived that they made more minor mistakes (grammar) than directly speaking on the face-to-face speaking practice.

Five students conveyed that they liked Zoom-assisted speaking practice because they could be anywhere and did not have to go to campus to join the speaking practice. Some of the students said they were still in their hometown, outside Yogyakarta (their campus location). Two students were concerned about the safety during this outbreak, so they preferred Zoom-assisted to face-to-face speaking practice. The summary of the students’ responses who chose Zoom-assisted speaking practice was presented in table 2.

**Table 2. Students’ responses of their preference on Zoom-assisted speaking practice**

<table>
<thead>
<tr>
<th>Category</th>
<th>Summary of the Students’ Responses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-improvement</td>
<td>Less nervous</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Less mistake</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>More preparation</td>
<td>6</td>
</tr>
<tr>
<td>Practicality</td>
<td>Flexible location</td>
<td>5</td>
</tr>
<tr>
<td>Safety</td>
<td>Be safe during the covid-19 outbreak</td>
<td>2</td>
</tr>
<tr>
<td>Keep it the same</td>
<td>Good already (no suggestion)</td>
<td>37</td>
</tr>
</tbody>
</table>
The subsequent finding revealed the students’ preference for Zoom-assisted speaking practice. The most significant reason the students liked Zoom-assisted speaking practice was the self-improvement of dealing with their speaking performance with less nervousness, minor mistakes, and more preparation. The speaking practice environment created an atmosphere to feel less nervous when they expressed their ideas since it was not a face-to-face meeting. Speaking was believed to be a media that allows shy students to express themselves more freely due to less teacher control (Rodrigues & Vethamani, 2015). Moreover, online speaking practice assisted by the Zoom application enabled the students to speak up with fewer mistakes and less preparation. It was supported by the research finding (Yulia, 2020) reporting that many of the students used their computer screen and read the script while speaking during the virtual meeting.

Hence, it resulted in the students’ speaking performance with fewer mistakes and being more prepared since they read the script they had already prepared beforehand. Then, the research finding showed that the students liked the Zoom-assisted speaking practice due to the practicality. The students could join the speaking practice activity assisted by the Zoom application in the flexible location. It was in line with (Miller, 2010) explaining that online speaking courses offer greater flexibility. (Yulia, 2020) also added that online learning gave flexibility to the students living in the rural area since they did not have to go to the campus to attend the learning activities. It pictured the same students’ condition that some stayed at their hometown due to the covid-19 outbreak. Then, the other finding portrayed that the students preferred Zoom-assisted speaking practice because they were concerned about safety during the covid-19 outbreak. It was in line with what was instructed by the Indonesian president, as stated in decree number 7 the year 2020, about the task force for the acceleration of coagulation covid-19. The decree contained the instruction to work from home. This condition forced the educators and the students to conduct the teaching-learning process from their respective homes due to safety (Yulia, 2020). That three categorizations illustrated various reasons why the students preferred Zoom-assisted speaking practice to face-to-face speaking practice.

Suggestions to meet the ideal speaking practice during the covid-19 outbreak
In the previous discussion, it was shown that more students liked face-to-face speaking practice compared to the Zoom-assisted speaking practice. However, due to the condition of the covid-19 outbreak, the students must attend the speaking practice from their respective homes. The teaching and learning process could not be held face-to-face yet. Thus, Zoom virtual meeting was the media to facilitate the speaking practice activity. Some suggestions were drawn from the students' perspective to meet the effectiveness and increase the students' motivation in joining the speaking practice.

The results revealed that 37 students had already satisfied with the implementation of speaking practice assisted by the Zoom application. The students stated that the Zoom-assisted speaking practice activity was good already. They provided no suggestion for the improvement of the Zoom-assisted speaking practice activity. Moreover, they encouraged the lecturer and the teaching assistants to implement the activity for future learning.

However, 25 students suggested conducting the speaking practice activity with some adjustment of class rules so that it can save more internet data. Twelve students suggested that all the teaching assistants and the students be on time to join the Zoom-assisted speaking practice. Some students were not on-time in attending the virtual meeting due to technical issues, etc. It made the other students must wait for the late ones. The students considered wasting the internet data while waiting for their friends and did nothing on the virtual meeting. Then, eight students suggested making the speaking practice activity shorter. They wanted the future speaking practice activity to be more time-efficient to save more internet data. Five students thought it would be better if the speaking practice activity were conducted with a Zoom scheduled meeting due to some technical problems with the Zoom invitation link and some issues when they started the Zoom virtual meeting. The students suggested the teaching assistant share the Zoom invitation link of the scheduled meeting before the meeting time.

Twenty students suggested making the speaking practice activity more exciting. They felt that the atmosphere during the speaking practice was better improved to get more excitement during the activity. Fourteen students recommended that the teaching assistant or lecturer regulate that all participants must turn on their video during the speaking practice activity. It was because most of the participants turned off their video. Even when they spoke up, they still turned off their video.
Only their names or their profile pictures appeared in the Zoom. This condition created a boring atmosphere during the speaking practice. Thus, the students perceived that speaking practice with on-video would make a fun and livelier atmosphere because they can see their friends directly through the video in the virtual meeting. Besides, six students suggested improving the variation of the discussion topics. They considered that the discussion topics must be more varied to be more engaged in the speaking practice activity. The gist of the students’ responses dealing with the suggestion towards the Zoom-assisted speaking practice was elaborated as follows:

Table 3. Students’ suggestions for the Zoom-assisted speaking practice

<table>
<thead>
<tr>
<th>Category</th>
<th>Summary of the Students’ Responses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Save the internet data</td>
<td>Make it shorter</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Scheduled meeting</td>
<td>5</td>
</tr>
<tr>
<td>Make it more exciting</td>
<td>Video on</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>More variation on the topics of discussion</td>
<td>6</td>
</tr>
</tbody>
</table>

Regarding the second research question, the research finding showed the students’ suggestions so that Zoom-assisted speaking practice could meet the ideal and desired condition that the students expected. The first suggestion was by conducting the Zoom-assisted speaking practice with some class regulation that might save more internet data. It was due to the condition of some students that considered internet data was quite expensive for them. The next suggestion was that the students wanted the speaking practices to be more exciting. This could be done by improving the variety of the discussion topics and making the regulation for the students to turn on the camera. The online presence of the students by turning on the camera affected the atmosphere of the speaking practice. It was supported by (Tichavsky et al., 2015). Then, (Broeckelman-post et al., 2019) stating that non-verbal immediacy behaviors such as creating interactive online presence could increase the students’ online engagement. Then, 45.1% of the students had already satisfied with the speaking practice activity assisted by the Zoom application.

This study’s findings described that more students (61%) liked face-to-face speaking practice than Zoom-assisted speaking practice (39%). However, due to the current condition in the mid-2021, in which the covid-19 outbreak still existed, both the educators and students had
only one option: conducting the online teaching and learning process. Thus, the students’ suggestions to meet the ideal and desired condition of the Zoom-assisted speaking practice were significant so that the effectiveness of the speaking practice activity could be achieved.

**Conclusion**

Since the coronavirus outbreak officially became a global pandemic in early 2020, educators should alter the face-to-face teaching-learning process online. In this case, Zoom is one of the media usually used to support the online teaching-learning process. This study investigates EFL speaking practice assisted by Zoom application during the Covid-19 outbreak in Indonesia. Two prominent issues raised here concern students’ preference of face-to-face speaking practice compared with Zoom-assisted speaking practice and suggestions to meet the ideal speaking practice during the covid-19 outbreak. Based on the findings, face-to-face speaking practice is more preferred by the students than Zoom-assisted speaking practice. It is due to social interaction, the more comfortable atmosphere, practicality (no time constraint and no internet connection issue), and self-improvement (improving confidence, getting more knowledge, and understanding). Meanwhile, the perception of the rest of the students who like Zoom-assisted speaking practice is caused by several matters such as self-improvement (less nervous, minor mistake, and more preparation), practicality (flexible location), safety (be safe during the covid-19 outbreak). Furthermore, during the Covid-19 outbreak, lecturers and students could not undertake the face-to-face teaching-learning process. It means that although some students do not like Zoom-assisted speaking practice, they should deal with it. In this case, suggestions are immensely needed to meet the ideal speaking practice during the Covid-19 outbreak. Carrying out the Zoom-assisted speaking practice with some class regulations that can save more internet data is the first suggestion conveyed by the students. Making the Zoom-assisted speaking practice shorter, being on time when attending the Zoom meeting, and scheduled meeting are some of it. The next suggestion is in line with making the Zoom-assisted speaking practice more exciting, such as more variation on the topics of discussion and making the regulation for the students to turn on the camera during the practice. Besides being a reflection for the researchers, this study is also expected to provide insights for the readers, especially teachers or
lecturers, about Zoom-assisted speaking practice to attain an ideal online speaking practice.

References


