

**A NEED ANALYSIS OF STUDENTS' SPEAKING ACTIVITIES ON
ZOOM APPLICATION IN ONLINE LEARNING SYSTEM AT
ISLAMIC UNIVERSITY OF NORTH SUMATRA**

A THESIS

*Submitted as a Partial Fulfillment of the
Requirements of Master Degree (S-2)*



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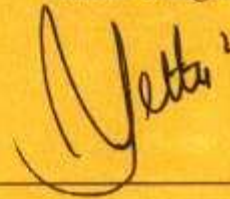
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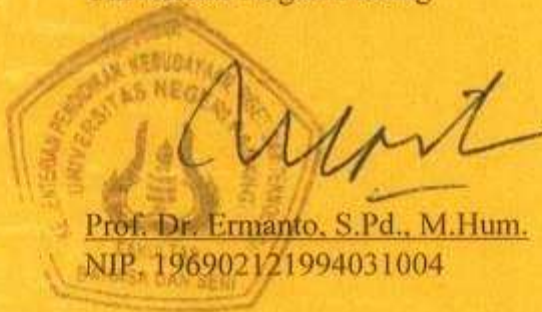
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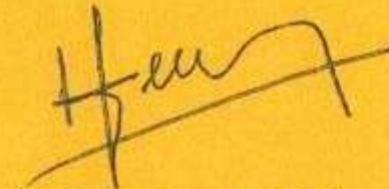
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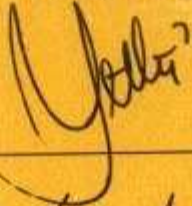
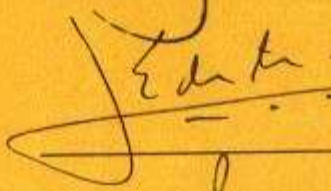



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ABSTRAK

Siti Maulida Kamaliyah, 2022. Analisis Kebutuhan Aktivitas Berbicara Siswa Pada Aplikasi Zoom Dalam Sistem Pembelajaran Online. Tesis. Program Pascasarjana Departemen Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Perubahan sistem pembelajaran dari interaksi tatap muka di kelas menjadi sistem pembelajaran online di masa pandemi Covid-19 mengakibatkan dampak yang signifikan terhadap proses pembelajaran. Perbedaan aktivitas belajar ini diharapkan tetap berjalan meski secara online demi berlangsungnya proses edukasi. Perubahan tersebut kemudian menimbulkan kebutuhan siswa yang berbeda dalam proses belajar. Penelitian ini menyampaikan hasil analisis kebutuhan aktivitas berbicara siswa pada aplikasi zoom. Penelitian ini dilakukan di Universitas Islam Negeri Sumatera Utara dengan mahasiswa semester tiga Tahun Ajaran 2020/2021 sebagai sampel pada penelitian ini. Sampel ini dipilih menggunakan teknik *purposive sampling* dengan jumlah sampel 38 mahasiswa. Adapun tipe penelitian ini adalah penelitian kualitatif. Data diperoleh dengan menyebarkan angket pada mahasiswa. Isi angket tersebut adalah tentang analisis kebutuhan yang secara spesifik nya adalah menganalisis kebutuhan, kekurangan dan kebutuhan pembelajaran berdasarkan Hutchinson dan Waters (1991). Hasil penelitian ini mengungkapkan bahwa siswa perlu belajar keterampilan berbicara Bahasa Inggris untuk meningkatkan kemampuan mereka agar dapat berkomunikasi dengan Bahasa Inggris secara aktif, untuk meningkatkan kepercayaan diri mereka, dan untuk meningkatkan keterampilan berbicara di depan umum. Dengan demikian siswa perlu menekankan beberapa aspek penting dalam berbicara seperti kelancaran, pengucapan, kompetensi membangun kalimat dan kompetensi strategi. Sedangkan kekurangan pembelajaran berbicara menggunakan zoom adalah 63% siswa menyebutkan bahwa mereka memiliki chemistry dan interaksi yang buruk. Kemudian 58% siswa mengungkapkan ketidaknyamanan mereka karena proses pembelajaran tergantung pada jaringan internet. Selain itu, aktifitas kegiatan berbicara juga tidak dapat ter-eksplor dengan bebas yang menyebabkan proses pembelajaran menjadi menjenuhkan. Di sisi lain, terkait kebutuhan pembelajaran, siswa antusias untuk membahas topik dan pengalaman yang menarik, melakukan sesi tanya-jawab, bermain peran, berdiskusi dan berbincang-bincang menjadi pilihan siswa. Adapun signifikansi penelitian ini dapat menjadi bentuk refleksi untuk proses pembelajaran online selanjutnya terutama dalam aktivitas berbicara menggunakan aplikasi zoom.

Kata kunci: Analisis Kebutuhan, Aktivitas Berbicara, Aplikasi Zoom.

ABSTRACT

Siti Maulida Kamaliyah, 2022. A Need Analysis of Students' Speaking Activities on Zoom Application in Online Learning System. Thesis. Graduate Program of English Education Department, Faculty of Languages and Arts. Universitas Negeri Padang.

The changes of the learning system, from face-to-face classroom interaction to the online learning system during the Covid-19 pandemic, have a significant impact on the process of learning. Different learning activities 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 was conducted at the State Islamic University of North Sumatra. Students of the third 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 38 students. The design of this study is qualitative research. The data were obtained by distributing questionnaire to the students. The content of the questionnaire is about need analysis specifically in target needs, including lacks, necessities, and learning needs, based on Hutchinson and Waters (1991). The result of this study revealed that students need to learn English speaking skills to improve their speaking ability to communicate in English actively, increase their self-confidence, and enhance their public speaking skills. Thus, the students need to emphasize some aspects of speaking, such as fluency, pronunciation, grammar competence, and strategic competence. Referring to the students' lack of speaking learning on the zoom application, 63% of students mentioned that they have poor chemistry and interaction. The impact was the interaction to create good chemistry between students to teacher or students to students did not occur flawlessly. About 58% of students revealed their inconvenient feeling since the continuity of learning depended on the internet network. Besides, inadequate activity was also addressed as the lack, 55% of students selected this, and this condition leads to a tedious learning process on zoom. Moreover, discussing an interesting topic and experience, question and answer, role play, discussion, and conversation were considered what students' learning needs in speaking activities. The significance of this study can be the reflection further learning process in online learning systems, especially in a speaking activity on the zoom application.

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

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The writer hopes, Allah SWT always blesses to the people who had helped the writer in finishing this thesis. In the end, the writer realized that this thesis is finished yet far from the perfect word. But expectedly, this thesis will be useful for education, lecturers, and further researchers dealing with this topic. Besides, Suggestion and critics are perceived to improve this thesis better.

Padang, May 2022

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking in a foreign language is a direct skill since it usually occurs spontaneously with a meaningful context. It covers several points more than just vocabulary and language structure but includes fluency and using language appropriately. As a result, Al Hosni (2014) insisted that speaking is indispensable in learning a language since the benchmark of learning a language and its success will be based on students' competency to engage the oral tasks. In addition, Bergil (2016) argued that using the target language communicatively in accordance with an occupation, education, and traveling is the main purpose of a learning language. Aprianto & Zaini (2019) expressed the constant value, categorized speaking as a productive skill, and is an essential principle for effectively undertaking communicative competence. In conclusion, due to learning a language, students are expected to practice the target language orally to raise their communicative competence learning a language especially.

Hence, there must be good interaction between students and teachers. This interaction is built through the practice that is assigned as a speaking activity. Based on a circular form from the Ministry of Education and Culture, No. 4/2020, about the implementation of education policies in the emergency period of coronavirus disease (Covid-19), the teaching and learning process

do not run as usual (face-to-face classroom interaction) unless virtually.

In a face-to-face classroom, the occurrence of activity will be intertwined frequently. Ideas, jokes, gestures, movements, and expressions can be undoubtedly caught by the teacher to deliver new opinions 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 drives to students' activity in terms of physical, mental, and cognitive. Some studies ahead have proven this statement, including: Muslichatun (2013) mentioned that games increase students' speaking practice. Arismayang (2017) showed that some activities such as role play, peer feedback, and communication games improved students' speaking skills. Besides, Afriani et al. (2017) argued that speaking activity linked students' cognitive development and students character.

However, in an online learning system, the interaction between teachers and students does not occur naturally. At the same time, the goal of teaching speaking must be achieved despite the learning process being in transition status. Response and feedback are inadequate because of the computer screen. Distance and different environments often lead to inconsistent students' mood, focus, and psychology. In the end, those conditions create a discouraging desire to learn and diminish students' enthusiasm to engage in the oral activity as the goal of teaching speaking. These cases are in line with

what the researcher found in preliminary research. After having an interview, some issues are visible to be handled.

To begin with, the occurrence of interaction in an online learning system mostly happens more formally rather than in face-to-face classes. This brings tedious moments, the natural chemistry among students when practicing speaking, giving feedback, and expressing arguments did not flawlessly encounter. It is caused by gestures, expressions, and body language that do not present in reality. This can be said that the ideal process of teaching speaking has not been achieved yet maximally. Supported by Raja & Nagasubramani (2018) in their finding, the research mentioned that one of the weaknesses of using technology in the online learning system is the lack of interaction and students' focus. He explained that students' can easily play on their mobile phones and computers while the cameras and speakers are muted. In spite of this fact, speaking activities need full of interaction and attention from both students and teachers. Again, this will be implemented in online learning.

Then, other issues will relate to the teaching speaking and speaking context. This implies the primary 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 other competences into account such as sociolinguistic, discourse, and strategic competence. This is in line with Mounika & Thamarana (2018), who revealed that speaking in a

foreign language is not merely about being able to speak but considering the proper social and culture relates to a 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 a social context. Inevitably, implementing speaking activity on zoom application stands far away from having a 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 arguments in front of the public will be different from only having a seat in front of a personal computer (PC). This case is supported by Rashid et al.(2017), which formerly stated that speaking anxiety remains even though online learning takes place. They also explained that students with speaking anxiety felt 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's opinion and looking at someone's ability to speak directly compared to online learning where no one is around.

Regarding the online learning system, speaking activity is essential to run students' speaking anxiety to lower. Research conducted by Sutarsyah(2017)spilled that students with low-level anxiety could show

better-speaking performance than students with high-level anxiety. Then, a recent finding was described by Aulia et al. (2020) counteracted that activities like pair work could decrease students' speaking anxiety. Also, Nuzulia & Kepirianto (2020) added that games could be applied in online learning and significantly lessen students' anxiety in speaking performance. This implies how vital speaking activity is. As follows, since the goal of teaching speaking is defended, speaking activity should be improved even though the learning process is in virtual mode.

In addition, based on the interview in preliminary research at the Islamic University of North Sumatera, it is concluded that the lecturer only used a similar activity in teaching speaking on zoom application. The activity is only giving students a chance to speak related to the topic discussed voluntarily. Further, if no one is delighted to speak, the lecturer will forcefully select one student to speak and provide feedback based on the topic given. This might arise because the teachers are technology illiterate or unfamiliar with the application features. Contradictorily, Ghavifekr & Rosdy (2015) reported that teachers take the role in successful technology-based learning. It is in line with the current education system, whereas online platforms such as Zoom application, Google classroom, etc., are implemented.

Based on 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 for doing 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 to achieving learning outcomes, and it helps teachers to solve a problem related to the poor outcome of teaching. It is in line with the definition of need analysis proposed by Andi & Arafah (2017); 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' needs and language learning instruction. Strengthened by Hariyadi & Yanti (2019) that administering need analysis will extend beneficial outcomes in the learning language process. Students will perceive what they need, and the teacher will design teaching instruction easily based on students' necessities. This implies that need analysis determines the valuable learning outcome and could evaluate whether the learning process is running as well or not.

Besides, by investigating need analysis, 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 that similar activities are used in teaching speaking; meanwhile, there are numerous activities (discussion, story-telling, speech, debate, role play, etc.) that can be applied. Investigating need analysis means finding the students' needs as their preferences, finding students' lack as their obstacles, and knowing students'

wants as their expectations. To sum up, it is considered as the essential thing to be known before teaching. In the end, after analyzing the need analysis, communicative competence that is assigned as a goal of teaching a foreign language can be raised as well since teacher and students are unequal points of view in the learning process.

Some previous studies about need analysis have been analyzed flawlessly for EFL students in English language teaching (ELT). Here are some recent studies in the last five years related to need analysis with different particular groups. Ulum(2015) reported that the needs for the preparatory class of ELT students in their speaking activity should be completed with interesting activities and aiding materials. The exciting activities encompass the authentic activities of speaking practice, for instance, communicating with a native speaker in order to create interactive participation in speaking. At the same time, aiding materials refers to the tools and means used to enhance their motivation to speak such as video, CD players, projectors and so on. Nimasari(2018) showed that the need analysis of English for a specific purpose (ESP) in informatics engineering students addressed their future career and English as their fundamental competence to pass academic requirements. This research finding also implied that students need both suitable and comfortable classrooms associated with informatics and engineering contexts to have an active interaction between students and lecturers. Puspita & Rosnaningsih(2019) informed that doing need analysis

using simulation could develop students' speaking skills. Students' grammar and lack of self-confidence can be detected through simulation. So, teaching instruction can be adjusted as well as students' needs.

In relation to the previous studies of need analysis applied to different EFL and ELT field participant, this present research will focus on the 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 most typical application used during the pandemic to foster the online learning systems and is commonly used in many institutions. To compare with other applications, zoom excelled in some parts, such as: zoom has a time schedule, has a feature to record the videos that will be automatically saved in a cloud account, provides the team-chat feature, and for premium access it has an affordable price. On the one hand, this application is also relevant to speaking subjects since eye contact, facial expression, and gesture can be seen even virtual. On the other hand, zoom has time flexibility in organizing virtual meeting conferences. Due to these reasons, and there has been no previous study of need analysis dealing with the Zoom application in the online learning, the researcher attempts to present a different account of need analysis in the online learning system.

In view of all explanations above, expectedly, this research significantly affects students in online speaking classes and facilitates teachers in teaching speaking virtually. Students get their needs, and teachers design

teaching instruction properly. Moreover, this can be assigned as practical consideration of teaching speaking by noticing the relevant and sufficient activities that should be applied to teaching speaking on zoom application. Thus, the main goal of speaking class can be achieved precisely.

B. Identification of the Research

Accordingly, concerning the background of the research above, the main goal of teaching speaking is to present communicative competence. Dalimunte(2007) informed that communicative competence not only includes the linguistic competence or knowledge of grammar but also involves sociolinguistics, discourse, and strategic competence. Thus, based on the background of the research and considering the goal of teaching speaking, some problems in online speaking activity are identified as follow:

1. Teaching speaking in online learning on Zoom application presents more formal pressure than in face-to-face classes.
2. Speaking context in an online learning system stays far from communicative competence.
3. Speaking anxiety frequently remains even in the online learning systems.
4. Lack of variation of English speaking activity applied on Zoom application in the online learning system.

C. Limitation and Scope of the Research

In view of the identified problems above, this research attempt to cover the last problem by investigating the need analysis of students' speaking activities in the online learning system on zoom application. While the scope of this research focus is on students' necessities, lacks, and learning needs in online learning of speaking.

D. Formulation of the Research

Based on the limitation and scope of the research problem above, the formulation of research can be formed as "How is need analysis of students' speaking activity on Zoom application in online learning system?". Then, through this formulation of the research problem, the research questions are elaborated as follows:

1. What are students' necessities of speaking activity on the zoom application in the online learning system?
2. What are students' lacks in a speaking activity on the zoom application in the online learning system?
3. What are students' learning needs in a speaking activity on the zoom application in the online learning system?

E. Purpose of the Research

Regarding some research questions mentioned above, the purposes of this present research are:

1. To find out and explain students' necessities of speaking activity on the zoom application in the online learning system.
2. To find out and explain students' lack of speaking activity on the zoom application in the online learning system.
3. To find out and explain students' learning needs of speaking activity on the zoom application in the online learning system.

F. Significances of Research

Expectedly, the finding of this research provides serious beneficial knowledge, especially in distributing students' needs. Some particular groups that will receive the impact of this research both theoretically and practically are teachers, students, further researchers, and the researcher herself. The researcher will clarify it and begins from the theoretical phase.

First, teachers will receive the significance of this research because they are considered someone who guides the learning. Thus, teachers are required to know students' needs for teaching speaking in an online system to obtain the perfect learning outcomes. Soon after, students are speculated as to the group who affected this research. This research will award significant information to higher education students in administering need analysis. Then thirdly, this research apparently could provide additional references, knowledge, and information for further researchers who have a similar curiosity about this topic.

Furthermore, in the practical phase, this research provides big significance for the researcher herself as a candidate for professional English educator and other educators in teaching speaking activities, particularly in the online learning system. The finding of this research could be the sufficient consideration to teach speaking in online learning by noticing the relevant and effective activities that should be applied to the teaching speaking on zoom application.

G. Definition of Key Terms

- Speaking skill : Oral interaction to express an idea, message, and argument, to give responses and feedback comprehensively in order to have good communication.
- Need analysis : A step to do to determine the valuable learning outcome and could evaluate whether the learning process is running as well or not.
- Zoom application : Virtual applications were used very much in the education field during this pandemic to run the online teaching and learning process.
- Online learning : A learning that does not need any physical appearance encounter together in a classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion above, there are some conclusions that can be drawn. *First*, in relation to students' necessities in speaking activity on *Zoom* application, it was concluded that students' goal to learn speaking was to be able to speak confidently, and to enhance their public speaking skill. Thus, investigating students' needs about speaking activities should be applied to *Zoom* application was essential as a way to reach students' goals in speaking. *Second*, regarding the lack of speaking-learning process on *Zoom* application, it was unavoidable, yet stayed focus on the solution of lack to minimize the existing problems. *Third*, students' learning needs in a speaking activity on *Zoom* application, some activities were highlighted by students to be applied on *Zoom* application. Teachers should consider these activities during the learning process. It can facilitate teachers to increase students' enthusiasm for learning and avoid tedious moments.

However, this research has its limitations. Different situations, cases, and problems are awarded to different findings of a research. Investigating need analysis in speaking activity on *Zoom* application reported these findings that cannot be generalized to the other skills and situations. Because different atmosphere of learning during the prevention of Covid-19 led to different necessities, lacks, and learning needs to be acquired.

B. Implication

There are some implications related to the findings of this research.

1. Students

Investigating need analysis leads students to understand the goal as they want. Understanding the goals means recognizing the steps that must be passed, realizing self-evaluation and understanding how to settle the problems. In other words, students know what they have to achieve (necessities), what they have to learn more (lacks), and what their needs to overcome the obstacles to achieve the goal (learning needs).

2. Teachers

Teachers become the main principle involved in this research implication. In addition to teaching, teachers are required to understand the wishes and shortcomings of students. Along this line, teachers can design and adjust the appropriate teaching instruction. In regard to this research, there were some activities demanded by students to be applied in speaking subject even on zoom application. This is implied that teachers are demanded to be more creative and flexible in delivering material and facing technology development.

3. Education

As the need analysis has been conducted in an educational setting, the findings certainly have an implication to any educational level related to speaking subject on the *Zoom* application. Even though the world will be safe and the learning process will turn back to face-to-face classroom, online learning also has been taken part to defend the educational goal. Even though there were many challenges faced, yet in some references stated that the online learning could enhance students' reading skill. Thus, investigating the need analysis in an online learning system can be the reflection and evaluation for further educational aspects.

C. Suggestion

In a view of the research findings, the researcher offered the following suggestions:

1. Teachers should vary the speaking activities on *Zoom* application by considering the communicative competence aspect such as discussion, role-play, debate, and conversation.
2. Students should practice harder to achieve a good ability in speaking.

3. Teachers should adjust the performance style of teaching based on the activities applied.
4. Students should be adamant about conquering the grammar aspect outside the speaking subject.
5. Teachers should adapt to the online learning process and always increase the quality of teaching.
6. Teachers should investigate the need analysis before designing the teaching instruction to get better learning outcomes.

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