THE IMPLEMENTATION OF VIDEO CONFERENCE TO IMPROVE STUDENTS' SPEAKING SKILL

ARZIA RAHMA [1], EDY SUSENO [2]

IKIP WIDYA DARMA

arziarahma30@gmail.com / edysuseno8@gmail.com

Abstract: People communicate their views through their words. It is a way for language users to exchange information. It could be difficult to explain topics to primary school students verbally. They speak with weak vocabulary, grammar, and pronunciation. In order to address these challenges, the teacher encourages the smartphone app to enhance speaking class. She established a WhatsApp group to serve as the media for the in-class exercise. Every student participated in it. The instructor asked the students to participate in a discussion and book-based activities in bilingual grammar. Then they found the book's transcription of the short story. To facilitate transcription and reading aloud, this kind of content was altered. As a means to conclude, the teacher offered each student a picture to discuss in a pair. As a method to conclude the lesson, the teacher gave each student a photo to discuss in a pair. Both qualitative and quantitative analyses of the data were done. It follows that using video conferences to improve communication skills is successful. It is advantageous for the teachers to incorporate it into lessons on related subjects. Deeper projects will be undertaken by the other researchers as a result.

Keywords: Short Story, Speaking Skill, Teaching Strategy, Video Conference, Vocabulary

INTRODUCTION

There were a number of arguments about English language instruction in elementary schools when the pandemic reached Indonesia. Face-to-face contacts that should have encouraged students' creativity and enthusiasm fell short. Students'

speaking skills suffer since there aren't any teachers who can talk clearly themselves. Learning is restricted and learning results are less effective due to the time limits and volume of material involved in online learning. One online meeting may only cover brand-new material that the teacher explains.English speaking skills can be improved by having strong self-confidence and good study habits, according to teachers and students (Mega and Sugiarto, 2020).

When the teacher uses speaking-related material, not all students get the chance to practice speaking. As a result, passive students or those who do not comprehend the meaning of words from their classmates' English-speaking vocabulary will have more difficulties understanding. Their limited vocabulary makes it challenging for them to create complicated phrases. Online learning is consequently seen to be less successful because passive learners won't have the chance to practice speaking during it (Susanto, 2021). According to the study, student journals should be used to explore their needs and learn about their

points of view. Additionally, the teachers developed by improving their approaches to instruction and attitudes. It was concluded that the teachers were able to advance their educational skills as a result. The students also mentioned that having a solid rapport with the instructor is more crucial than using effective teaching techniques. According to the study, student journals should be used to explore their needs and learn about their points of view. Additionally, the teachers developed by improving their approaches to instruction and attitudes. It was concluded that the teachers were able to advance their educational skills as a result. The students also mentioned that having a solid rapport with the instructor is more crucial than using effective teaching techniques (Fajriah, 2017).

With constant vocabulary study, it is absolutely possible to achieve the aim of students speaking at a young age, but it takes time. Teachers were given this task while the pandemic was still going on. Teachers put effort and imagination into making learning enjoyable. It was found that the usage of video conferencing for speaking was

successfully done with the use of a mixed methodology. Teachers welcomed students, sent meeting links, checked attendance lists, and conducted perceptions during the opening activities. The instructional methods and techniques used in video conferences include focus group, chain, and discussion. During post-activities, students finish assignments, play online games, and go over lessons. In addition to using Zoom sessions, this videoconference also takes use of Quizizz and WhatsApp groups as support tools. Finally, the survey results showed a favorable response since respondents believed the particular videoconference had more advantages than disadvantages (Widiastuti, et al., 2021). The videoconference's introduction, major activity, and conclusion all use the same instructional approach that is used with elementary school kids. Students in Surabaya who have enough cellular connection and internet access might make use of this technique. Teachers need to be innovative if they want to ensure that learning is successful during a pandemic. The key to teachers' success in facilitating

online learning in the Covid-19 pandemic environment is their capacity to innovate in the design and creation of materials, learning approaches, and apps that are in keeping with the content and methodologies. The survey results also showed a positive response, b It takes innovation on the part of a teacher to keep students interested in online learning and keep them from being a mental burden. Additionally, for online learning to be successful during the Covid-19 period, everyone's discipline is required. The neighborhood madrasahs and schools must therefore create plans for efficiently operating the online learning system. Participants believed there were more advantages than disadvantages.

Students' vocabulary unquestionably a role in how fluently they communicate. The more vocabulary a learner has, the more naturally they will be able to converse with the other person. Words make up vocabulary, which is displayed in speech. So this problem has to do with fluid voice delivery. The results of the test used to examine the connection between vocabulary mastery and

speech fluency revealed that both students' capacity to learn new words and their ability to speak fluently is influenced by vocabulary. This manual is designed to help teachers teach students more vocabulary appropriate to their grade level in order to achieve the greatest results. Vocabulary development is a crucial component of learning a foreign language. Whether in books or verbal dialogue, the definitions of new words are usually highlighted. For a language student, vocabulary is of the highest concern and is regarded as the core of language education. The foundation of learning a new language is vocabulary (Susanto, 2017).

Retelling a story's plot can help students improve their oral communication abilities. Students will effortlessly relate stories and communicate ideas thanks to their extensive vocabulary, making them more likely to be understood by others. There is little doubt that this is intended to help students retain their vocabulary. They will effectively accomplish the speaking objective by communicating in their own words. Speaking ability among students who

were taught utilizing the digital storytelling method considerably improved (Kamila, et, al, 2021).

The objective of this project is to create a technique that will help students become more effective speakers in videoconferences. Investigating the best way to achieve this objective needs to be done. To acquire the results of the research's objectives, triggers—more specifically, Research Questions—must give instructions. In this case, it has been determined that in order to achieve the study objectives, 2 research questions, specifically:

1. How can teachers help their students become better communicators by using what they learn in videoconferences?

2. Do students' speaking skills advance when participating in video conferences for learning?

The research topic is addressed using the data acquired during the mixed-approach research procedure.

LITERATURE REVIEW

Internet and Smartphone for learning

The method of instruction in schools has evolved from face-to-face instruction to remote learning at home in an effort to curb the COVID-19 pandemic. In the wake of the Covid-19 outbreak, this study aims to investigate how smartphone learning media affect students' academic performance. It goes without saying that facilities are required for efficient teaching and learning. This study's objectives are to determine the impact of smartphone learning media during the Covid-19 pandemic, the benefits of smartphone learning media during the pandemic, and the difficulties that students face when utilizing cell phones for both teachings and studying during the pandemic. The benefits of using smartphones as a learning tool include the fact that they are now one of the most effective media for virtual learning. serving as a resource center (a) Includes networking solutions and student learning insights (b) The difficulties that students have Include having to pay for internet packages

they use while studying, not having cellphones, and having little incentive to learn at home. This research has shown to be quite useful in spreading knowledge about learning media via cellphones during the Covid-19 pandemic (Sulaiman, 2020).

Joining WA Group

Social media usage has rapidly increased in popularity. One of these is the increasing use of the WhatsApp messaging service in Indonesia, where there were 124 million active users in 2018—an increase over previous years. When compared to the other capabilities offered by WhatsApp, WhatsApp groups stand out as a unique feature that allows group members to communicate and share files. As information and communication technology (ICT) development advances, the education sector should be able to identify opportunities that may be used to improve the learning process while still paying attention to its availability and performance. Specifically among students and teachers in the education sector, WhatsApp is one of the programs that is being utilized often as

a communication tool. To promote the continuity of the educational and learning process, WhatsApp groups can be utilized as a learning tool that allows learning to take place without being limited by time or location. This shows that there are still a number of settings besides the typical face-to-face environment found in the classroom where learning takes place. Teachers are supposed to provide learning that goes beyond simply following the curriculum by using the WhatsApp group. In order to achieve learning objectives, they must also provide encouragement to awaken, excite, and increase students' enthusiasm in studying (Pustikayasa, 2019).

Using a Digital Dictionary

The process of learning a language heavily relies on the usage of dictionaries as learning aids. Because dictionaries cover a variety of topics, including meaning, pronunciation, word types, word order, and structure, they can be utilized independently as learning tools. Currently, there are two types of dictionaries: printed and digital, which might be in the form of websites or applications. The goal of this study is to understand how undergraduate students use English digital dictionaries, especially those who are majoring in that non-English language degree. The results of the study show that digital dictionaries are used for language learning, translation, and improving English competence. It is strongly recommended that the government allow access to the internet because these dictionaries occasionally use it. Additionally, the developer of the application is asked to make it available offline. The research team suggests that future studies examine the impact using a digital dictionary has on learning English (Desnaranti, 2022).

Obtaining the "Zoom Meeting" program

The COVID-19 pandemic has had a profound effect on society at large, particularly in the area of education. The availability of remote learning provides the community with an alternative to lessen the effects of outbreaks. With this option, traditional classroom instruction is replaced by online and virtual instruction. In order to accomplish learning objectives

outside of the classroom, students and teachers have the option of using online meeting software. The requirements and interests of people can employ a variety of applications. This research is being done to look at the rise of online learning applications throughout the pandemic. The outcomes of observations and documentation were analyzed descriptively in this study utilizing qualitative methodologies. This example demonstrates how the use of these applications in the teaching and learning process has increased. The use of this application by teachers and students is very beneficial to the teaching and learning process. Overall, there is a tendency toward more use of online meeting tools, which will help with future learning challenges (Pratama et al., 2020).

The Benefit Zoom Meeting Application

Every aspect of life has been significantly impacted by the COVID-19 epidemic, including the conditions of teaching foreign languages. Universities and institutions have discontinued using traditional

classrooms in favor of online learning platforms. During the early lockdowns that created the physical separation, terms like "online," "virtual," and "remote" schooling came to dominate language teaching and learning. While students and professors began working remotely, universities and related organizations made an attempt to make the transition from conventional classroom settings to online learning environments as seamless as possible. Through the use of a variety of online synchronous platforms, educational institutions have quickly found a replacement for in-person instruction during the COVID-19 pandemic. One such platform that has seen extensive use in these emergency situations is Zoom, a video conferencing and online meeting tool for both individual and group classes. In light of the COVID-19 pandemic, the aim of this qualitative descriptive study is to imagine Zoom's benefits as a synchronous medium for online tertiary foreign language training. To begin with, the associated literature was narrowed down using the Google Scholar search engine to three key terms: "Zoom," "language

education," and "COVID-19." The studies were then narrowed by the researchers' focus on publications found on the Web of Science. Inductive analysis of a total of four theoretical and empirical studies was then conducted as a result of this. According to the inductive analysis that resulted from this research, Zoom (1) embodies useful functions and tools for educational contexts, (2) mediates the transition from face-to-face education to online education, (3) creates a psychologically comfortable environment for online education, (4) offers synchronous interaction, communication, and cooperation, and (5) helps with the development of foreign language skills. In order to conceptualize the actions and processes of forming Zoom's beneficial contributions on foreign language teaching and learning during the COVID-19 pandemic based on these themes and the pertinent literature on Zoom's advantages, the researchers also found connections between these five themes (Tuncer and Karatas, 2021).

Using the Text Book

Textbooks have a significant role in the teaching and learning process. Its development surely requires enough research in order to be able to produce textbooks that are of the greatest caliber and adhere to quality standards. And one indication that the English textbooks produced are straightforward for students to use is the surge in fervent student participation in the teaching and learning process (Rahmadhani and Supriadi, 2021).

Telling Story

One method for enhancing students' speaking abilities is the describing picture tactic. Speaking competence is one of the subjecst hardest to be mare altered by young learners. When employing the technique, many pupils were unable to use grammar properly. When their friends use describing the picture when speaking English, the kids find it challenging to understand (Pratiwi and Ayu, 2020).

METHOD

Research questions in this study need to be addressed. The necessary elements are provided by the information received. To discover how video conferencing is applied in speaking training, teachers must take initiative. The teacher took several actions to achieve the teaching-learning goal. The teaching-learning process was done online because of the epidemic. She established a WhatsApp group as her primary media. The WhatsApp group member list included the contacts for every student. The teacher commended the kids in the first display. She then gave them instructions to download the Zoom meeting and electronic dictionary apps for their smartphones. The teacher asked the pupils to open their book, "Belajar Bahasa Inggris melalui video call," to begin the class. She made use of it to teach the grammatical lesson. The teacher asked the pupils to click the URL of a short narrative after concluding the lecture with some exercises using multilingual adaptation. The translation was read out loud by the pupils. The teacher instructed the students to click the YouTube URL in order to improve their speaking abilities. It concerns a spoken description of an image by a native speaker. The dialogue is taught to the students, who recount it. The teacher posted a picture on the group to show how discourse competence was growing. She instructed them to write questions and answers in response to the provided photo. Then they worked on it in pairs. Ten primary school pupils engaged in this kind of activity. To achieve the research objective, the data discovered throughout the treatment was examined utilizing a mixed-method approach.

FINDINGS

The information gathered during the teaching and learning process is what was used to provide answers to the research questions. To provide answers to the queries in the earlier section of the paper, the facts were examined. For the research to succeed, it is necessary.

Use of a Smartphone Connected to the Internet

Before learning begins, students are asked to check the data package they

have. This is done so that when the zoom meeting takes place, students can still join and take part in virtual learning smoothly as shown in figure 1 which has an internet icon. If the icon appears then it has been connected to the internet. Students must ensure that their Smartphone is connected to the internet that has adequate internet speed. So that they can follow the teaching and learning process through their smartphone smoothly.

Figure 1: the display of internet access

Using WA Groups

After students have a data package to start learning, the teacher puts all students into the WA Group as shown in figure 2 and the teacher must also ensure that all students have entered the WA Group by matching the names

and phone numbers of students with the student absent list so that all students are in the WA Group and virtual learning can begin. So that the implementation of learning and teaching and learning can be carried out properly.

Figure 2: All students have entered the WA Group
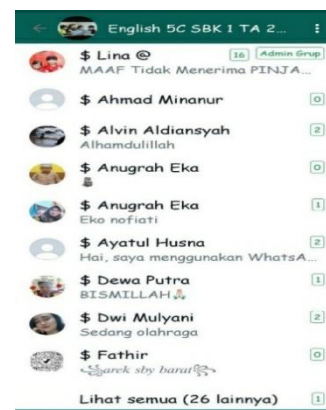
Use of Electronic Dictionaries

Before the learning process, students were instructed to download the "Electronic dictionary" application. The use of this application is very important for students because it is bilingual and there are recordings of pronunciation by native speakers. This is very important to support learning pronunciation as shown in figure 1. Students can write words in the provided column. Then click on the word so that the definition appears in

L1 (Language 1) and the pronunciation in L2 (Language 2).

Figure 3: Electronic Dictionary
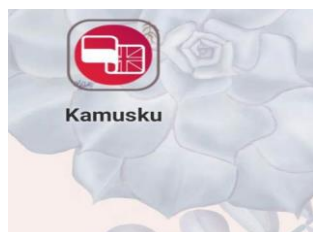
Download "Zoom Meeting".

After all students enter the WA Group, the teacher provides an introduction and direction so that the learning objectives can be achieved, then students must follow the directions or steps during the learning process. The first step that is necessary and very important to do is that the teacher instructs students to download the "zoom meeting" as shown in figure 4. The activity of downloading the "Zoom Meeting" application is very necessary to do so that the teacher and students can meet face to face even though virtually so that the material given by the teacher can be absorbed and digested by students. And of course, paying attention to the teacher when learning makes it easier for students to understand because teachers can create interesting learning media innovations for students through PPT or Youtube that can be collaborated so that virtual learning is very interesting and fun.

Figure 4: Downloading Zoom Meeting
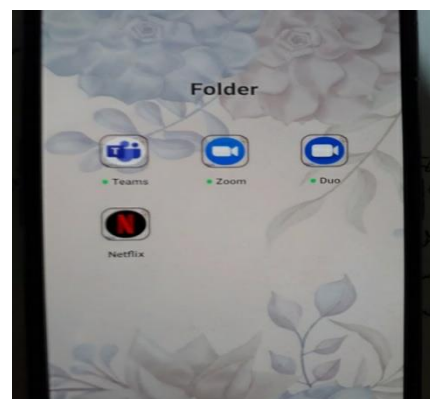
Invitation "Zoom Meeting"

After students download the zoom meeting, and screenshot the application and upload it to the WA Group, then the teacher checks one by one the students already have this application, the teacher can make face-to-face learning invitations and share them in the WA Group so that all students can access the invitation to join in virtual face-to-face learning as shown in figure 5. Students must click on the invitation 30 minutes before the lesson begins. And the teacher made sure that all the students were present, by calling the names of all the students.

Figure 5: Invitation to Zoom Meeting
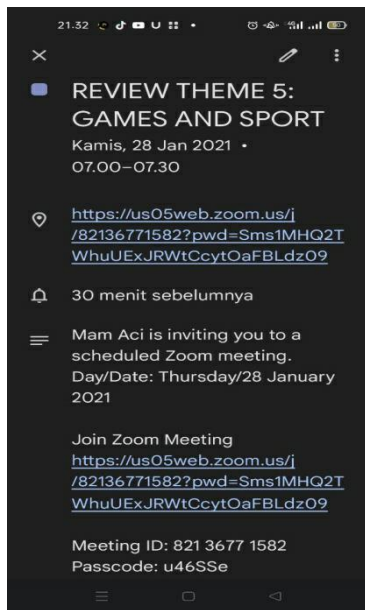
Use of the Book "Belajar Bahasa Inggris melalui Video Calls" (Suseno, 2018)

Students need a guide that makes it easy for them to follow the teaching and learning process. To achieve this goal, the teacher provides a book entitled "Belajar Bahasa Inggris melalui Video Call." The book contains materials and exercises that support the objectives of learning speaking. The languages used in the book are English and Indonesian. The material presented is a grammar review, vocabulary, short story and song. The material is connected to the internet as shown in Figure 6, there is a student making a video call. This method is applied in learning speaking in this study.

Figure 6. Using the book "Belajar Bahasa Inggris melalui Video Calls"

Telling Pictures

To implement the knowledge that has been learned, namely grammar, vocabulary, and pronunciation. The teacher distributes pictures to students to tell in 2 forms, namely oral and written as shown in Figure 7. Students write narration from the picture according to their knowledge. After writing the story students read it to be recorded and uploaded.

Figure 7 : Telling Pictures

The Result of Pre-Test and Post-test

To find out the ability of students before taking the treatment, it is necessary to know that this study aims to help students improve their speaking skills. The Pre-Test conducted to determine the student's speaking ability is to explain an image as it appears in the picture that the student's work appears to explain about the image. After writing down the work the student reads it out. The recording of the reading was transcription. Furthermore, the two texts are compared to find pronunciation errors. To find out the knowledge of vocabulary and grammar, the transcribe students themselves are included in the application to find out the number of words made and grammar errors that occur. This can be seen in the picture 8.

This work is carried out on Pre-Test and Post-Test.

Figure 8: Self and App Transcription

Self Transcription

Today, Beni and Udin have an appointment with their friends in the field nearBeni's house to play basketball together.

Application Transcription

Good Deed. Any and Ian havean appointment with their friends. In the film are Benny's house to play basketball together

By using the grammar checker, it is possible to identify the pupils' vocabulary and grammar knowledge. In figure 9, it is depicted. The teacher can observe the quantity of vocabulary and grammar mistakes on the kids' work by installing a grammar checker on https://quillbot.com/.

Figure 9 : Vocabulary and Grammar Checker
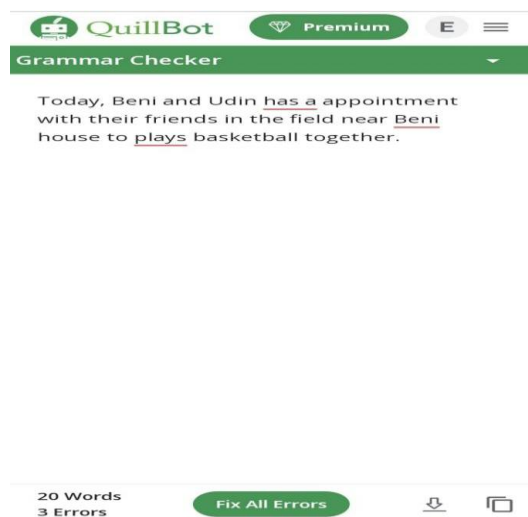
DISCUSSION

It is necessary continue providing answers to the research questions mentioned in the previous section. Supporting information from the finding is required to respond to this. During the teaching and learning process, these facts are relevant. There were two research questions in this study. A mix method will be applied to analyze the information that was used to answer the research questions.

The implementation of using video conference to enhance speaking skills.

How do teachers use video conferencing services for speaking learning? is the first research question. Teachers take a variety of processes to do this. These steps are completed in order, beginning with development, support, speaking skills, and explanation of images in both written and oral form.

Preparation for the Process of Teaching and Learning

The teacher asks each student to have a smartphone, as indicated in figure 1, before the teaching and learning process can begin. Teachers and students will interact via the device. Because of the Covid-19 pandemic, it is crucial to employ these technologies to help the teaching and learning process. This advances the process of teaching and learning. After all, smartphones cannot function without an internet connection. Government funding for internet quotas helps student gets it (Sulaiman, 2020).

Due to the pandemic season, the teaching and learning process cannot be done online. Teachers use media that is popular in society. One of them is the WhatsApp group as shown in the picture. The contact numbers of teachers and students are on the list of

members. This is like a list of attendance in teaching and learning activities in the classroom through the application, teachers and students can interact via text, video, or voice notes. This is to facilitate the teaching and learning process because students can download materials and upload assignments as the teacher does. The activities carried out through the application depend on the smartphone used by the student. Not all students have a smartphone in private. This prevents them from participating in teaching and learning activities, in this case, teachers need to provide alternative group learning (Pustikayasa, 2019).

To convey ideas, students must have examples, it is necessary to develop students' vocabulary knowledge. To support this, a dictionary is needed. With the dictionary, the student will know the definition and application of the word learned. The word can't stand alone. Knowledge of words involves 2 things namely text and audio. To achieve this, students need to use an electronic dictionary because in the dictionary students can learn the definition of

words. Pronunciation is shown in figure 3. However, not all students' smartphones have enough memory so they cannot download electronic dictionaries to anticipate this is necessary to facilitate learning (Desnaranti, 2022).

Before online learning begins, the teacher asks students to download the zoom meeting application as shown in figure 4. This application is used to interact between teachers and students. This needs to be done because the situation is still in the Covid-19 pandemic. By doing face-to-face virtually via zoom, teachers can present learning as very interesting because many applications are used so that learning becomes interesting. However, this cannot be implemented for all students because not all students have their own smartphones. This, of course,e hinders the teaching and learning process so teachers provide other learning alternatives so that all students get learning (Pratama, et al., 2020).

The use of the zoom application during the Covid-19 pandemic is very helpful in the teaching and learning

process. Through zoom during learning, the teacher can observe the condition of the students. The interaction between teachers and students is certainly very important in the achievement of the material. However, between one student and another student living in a different area, so sometimes it is constrained by the signal that initially can follow the zoom but when learning takes place it is disturbed by the signal so that it cannot follow the zoom because the share screen shared by the teacher is not visible and sometimes even directly exits the zoom application. So teachers must provide solutions by recording the teaching and learning process and sharing it in groups to be watched again by students at any time (Tuncer and Karatas, 2021).

In supporting the teaching and learning process, teachers provide a guidebook, namely "Belajar Bahasa Inggris melalui Video Call" (Suseno, 2018). Through the book, several abilities such as vocabulary, listening, reading, grammar, and pronunciation can be developed. This is important to facilitate students' speaking skills. The use of *"Belajar Bahasa Inggris melalui Video Call"* is easy enough for students to understand will help them expand their vocabulary and improve their speaking skills. The planned steps leads the students to comprehend on how to develop their speaking enhancement.

The use of the book often has problems because students do not meet face to face with the teacher so not all students of their problems are covered. To overcome this, teachers need to hold a "Peer Teaching" group (Rahmadhani, and Supriadi, 2021).

Leading the students to speak English naturally is important. To gain such a goal, the teacher should provide authentic material. Telling a short story is one of them. This material is usually accompanied by an audio record. Students can use both materials at once. In order to find out the level of understanding of the students, the teacher ordered the students to retell the content of the story. Through these activities, they can find out the development of pronunciation and grammar that students have. However, not all students can do this because of the lack

of vocabulary that students have so students do not understand the content of the story and cannot retell the cheerful content. So that the teacher gives direction regarding the meaning of the words in the story (Pratiwi and Ayu, 2020).

The impact of the video conference teaching-learning process on the students' spoken communication abilities

This second research question asks about the impact of speaking learning through video calls on students' speaking skills. To answer the question, it is necessary to know the student's speaking ability. Before following the treatment and after following the treatment. The difference between the two tests is a clue to the development experienced by students:

Analysis of Pre-Test Results

Students who pre-tested are shown in Table 1. Every student says about 18 words. Grammar errors were made by 22% of students and pronunciation errors by 33%. With participants who are, on average, between the ages of 10 and 12, recounting is obviously limited by their limited language. They are only able to say roughly 186 words. This undoubtedly makes it more difficult for kids to speak English fluently. Therefore, additional instruction must be given during the video conference to help students expand their vocabulary and improve their ability to retell the story.

Comparison of Pre-Test and Post-Test Results

In order for students to understand changes, a comparison between the pre-test and post-test data is required, as shown in table 3. Students can expand their vocabulary by 172 words, as can be seen. The percentage of students who made grammar faults fell to 11%, and the percentage of students who made pronunciation mistakes dropped to 9%. Each student can thus acquire a vocabulary of 18 words. There are 1.1% grammatical errors and 0.9% pronunciation errors. The increase in vocabulary, grammar, and pronunciation demonstrates that students' spoken language communication skills are getting better. The use of video conferencing has the effect of supporting the teaching-learning process and

improving the students' speaking abilities. By translating the transcript and listening to the audio recording, students improve their vocabulary at each stage of the learning process. They were helped by the use of electronic dictionary (Suseno and Purwati 2020). Additionally, it affected how well-versed they were in grammar and pronunciation. Even if the majority of them made progress, they still need to continue to improve if they want the desired outcome.

CONCLUSION

During the COVID-19 epidemic season, instruction is done online. So a smartphone is the tool utilized to carry out the teaching and learning process. Smartphones are powerful communication devices with many functions that can help with online education. Online learning can be effectively conducted with the use of the internet and strong signals. Applications like WA groups, Zoom meetings, and electronic dictionaries are used to help the teaching and learning process. The video conference allows for face-to-face interaction between the teacher and students despite being virtual. Because students' vocabulary, grammar, and pronunciation are developing and becoming more fluid, the use of shared narratives in the teaching and learning process affects their capacity to repeat the story's storyline. The kids' fluency was helped by practicing Question and Answer in pairs. However, practicing by retelling the YouTube content also has an effect. To enhance the implementation of linked outcomes, academics and educators can create these insights.

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Appendix

Table 1. Result of the Pre-test

Pre-test	Mount of Words	Mount of errors	
		Grammar	Pronunciation
1	15	3	6
2	18	4	5
3	20	3	4
4	16	5	7
5	19	2	6
6	21	4	7
7	17	6	6
8	18	3	5
9	20	5	8
10	22	7	8
Sum	186	42	62
Average	18.6	4.2	6.2
Percentage	-	22%	33%

Table 2. Result of the Post-test

Post-test	Mount of Words	Mount of errors	
		Grammar	Pronunciation
1	30	4	5
2	27	5	6
3	32	5	4
4	33	4	7
5	37	3	5
6	39	5	4
7	40	4	3
8	37	3	4
9	42	4	5
10	41	3	6
Sum	358	40	49
Average	35.8	4	4.9
Percentage	-	11%	24%

Table 3. The Progress of Learning

Test	mount of Words	Mount of errors in percentage	
		Grammar	Pronunciation
Pre-test	186	22%	33%
Post-test	358	11%	24%
Progress	172	11%	9%