

## **CHAPTER I INTRODUCTION**

### **1.1 Background of the Study**

Currently, having a two-way interaction is considered as one of the most crucial factors for fulfilling the social interaction aspect since it may emphasize the need of every individual –specifically for the learners– in pointing out their new ideas toward a certain case. The necessity in implementing two-way communication becomes part and parcel to every individual who yearns to have an effective interaction with one another. As a student who adores English language, I can still depict the memorable interaction among the colleagues of mine at Widya Mandala Surabaya Catholic University. The direct interaction is still implemented as a daily basis communication since, at that time, there was no any limitation to imply a so-called social distancing which shapes an unpredictable change during the communication process. The learning activity were done effectively since all the lecturers and learners could freely imply the face-to-face interaction without having any hesitation. I, myself, could still recall how my friends and I was practising our English skills by attending each of the class conventionally in order to ensure that the English proficiency of ours has been well-improved.

However, due to Corona virus (Covid-19) outbreaks, the significant change cannot be neglected since it has influenced the major communicative approach as well as the learning method among the society. As a consequence, I could recognize that the probability of encountering learning loss as well as having low intention in engagement during the teaching-learning activities can be a major obstacle between

teachers and students in terms of grasping the context of learning materials. It can be depicted by the unpredictable situations in the conventional learning session during pandemic which indirectly urges the educators to adapt an advanced digital learning platform in order to deliver the materials effectively to the learners. This situation is in accordance with the arguments set forth by Fitriani et al (2020), mentioning that the proliferation in using digital learning media has reached out a high-demand due to the government's policy which inexplicitly obliges people to do a hybrid system for both the occupational and educational needs. At this moment, I also found out that the use of digital learning platform could not be underestimated especially for its capability in diminishing the distance in order to create a 'face-to-face' (F2F) interaction and engagement during the pandemic. Besides, by adapting the nuance of digital learning exposure, the educators' tendency in implementing an online learning system could help fulfilling the educational needs to strive the effective method since it could reach out every education's participant (Keengwe & Kidd, 2010). Thus, this situation might also increase the learners' dependency on using a current video conference software which could diminish the gap of a long-distance communication especially during the Covid-19 pandemic situation.

Regarding the current experience, the remarkably alternative solution in adopting the innovation of technology during Covid-19 simply aims to help the educators in lecturing the 4 skills of English language especially for the oral communicative aspect. In accordance with the previous statement, Kosdian (as cited in Aseptiana Parmawati, 2019), stated that speaking is considered as one of

the most essential language aspects to be implemented during the process of learning English since it contains the four basic language skills. In terms of speaking proficiency, I can denote the four components of speaking such as pronunciation, fluency, and spelling. According to the scholars' perspective (Alshahrani, 2016; Shirani, 2020), the learners' speaking fluency is influenced by the knowledge system which can be automatically accessed. The fluency of learners in learning L2 (target language) by using videoconferencing can help them master the seamless flow of cohesive ideas effectively. Therefore, the importance in enhancing learners' speaking proficiency is particularly beneficial to the society since it could foster the understanding between the speaker's and the interlocutor's interaction.

In addition to the above opinions, the implication of online learning exposure becomes the massive development to increase students' awareness towards their educational priority especially when it is related to enhance learners' language capability in having an effective interaction and engagement. Novawan et al (2020), argued that the adoption of online learning has enriched the learning system strategy by implementing synchronous videoconferencing system. This statement also proves that the implementation of online learning could imitate the direct communication exposure in a form of digitized learning media. In this situation, I recognized that most of the instructors/teachers have decided to utilize Zoom as the interaction tool to conduct a conducive teaching-learning activities since it may be beneficial to the society especially learners to develop their oral communicative skills. Besides, determining Zoom as the learning media can arouse learners'

motivation in expressing their ideas since they could easily give feedback to other participants (Novawan et al., 2020). According to the former study conducted by Gray et al (2020), Zoom is utterly known with its interactive interface since the software can enable the users to share their materials such as videos, pictures, and any other materials related to the educational needs. In-line with the prior statement, Zoom has also been recognized of its popularity due to its own personal-branding in pioneering the screen-sharing ability which inexplicitly requires a low cost budget for implementing the effective interaction between the speaker and the interlocutor.

In spite of the positive impacts in implementing Zoom to enhance learners' oral communicative aspect, conversely, some researchers have also found out that the implementation of synchronous learning system as the alternative methods of substituting the social presence of individuals, may not lead to an effective learning system. According to Lowden and Hostetter (2012), the synchronous communication is not suitable to provide interpersonal interactions such as face-to-face interactions, facial expressions, and nods since they are not easily captured by the video. Furthermore, according to the previous study of Nova (as cited in Novawan et al., 2020), the implementation of video conferencing during learning sessions can hinder the effectiveness of the students' ability to absorb the gist of the learning materials since they can easily get distracted from actively engaging and participating with the colleagues due to the provided interactive tools. This statement is apparently not in-line with the current situation since it indirectly urges

the pupils in the educational field to implement the traditional interaction instead of having an online interaction in the midst of Covid-19 disruptions.

Referring to this situation, I found out that there was a vague notion between the certain scholars' statements in mentioning the impacts of utilizing online learning session using videoconferencing (Zoom software) in enhancing learners' learning engagement and interaction, since in one way or another, the virtual communication itself can foster the learners' ability in mastering their speaking proficiency aiming as the target language (L2) (Blake, 2016; Novawan et al., 2020). The other evidence is also shown by the former statement of Vurdien (2019), implied that the use of videoconferencing to help students develop their communicative competence. By implementing an online learning exposure, it could also emphasize the students' motivation in expressing their ideas during the learning discussion since online learning helps students to have an intensive engagement with the classroom participants. By knowing this situation, the paradoxal aspect in utilizing videoconferencing (Zoom) during Covid-19 may not be neglected due to the unpredictable learners' perspective in experiencing the online learning exposure although it may provide the certain benefits for improving learners' speaking performance.

In accordance with the positive impacts of videoconferencing on helping learners develop their communicative competence, I am interested in illuminating my personal experience by narrating the three aspects such, namely (1) my engagement in learning oral-based English subject using Zoom during Covid-19 pandemic , (2) the impact of using Zoom software for increasing my motivation to

practice speaking skills, and (3) the benefits and drawbacks of using videoconferencing for enhancing my personal speaking skills. By considering the above points, this research is worth conducting.

## **1.2 Statement of the Problems**

In-line with the background of the study of my past experience, I would explore and describe my learning speaking experience in using video conferencing during Covid-19. In this study, I will try to answer the following research problems:

1. How did my learning engagement facilitate me in joining online speaking class through videoconferencing using Zoom?
2. How did my learning engagement strengthen my motivation to improve my speaking skills?

## **1.3 Objective of the Study**

Based on the research questions above, this study aims to narratively describe:

1. how my learning engagement help me facilitate the exposure of online speaking class through videoconferencing using Zoom
2. how my learning engagement support me in strengthening my motivation of speaking skills' improvement

## **1.4 Scope and Limitation**

The limitation of the study is concerning more on describing my learning engagement on online speaking class delivered through videoconferencing (Zoom Meeting software) as a tool for enhancing my learning engagement in order to sharpen the motivation during learning session in Speaking C class at Widya

Mandala Surabaya Catholic University. In order to gain the valid results of Zoom's indirect impact in enhancing speaking skills based on my personal experience, I would like to investigate my past learning English speaking. Since the study will be mainly concerning in vividly illuminating past learning experiences, the concept of the research will not denote any further details toward the implication of other online learning platforms' usage which are not frequently used during the learning sessions. The undergone study will be more reflecting on how to deliver an opinion in online speaking class as a core topic by using narrative qualitative form rather than quantitative descriptive in order to gain a diverse-dynamic result. Therefore, I would state and evaluate the online learning engagement of mine as the foreground of the research.

## **1.5 Theoretical Framework**

This study is majorly focusing on my personal experience in utilizing Zoom on English learning speaking experience during Corona Virus outbreaks. In this case, the underground theories related to the main discussions are the concept of online learning (Zoom software), autobiographical narrative inquiry, the teaching of speaking skills, and motivation. Due to the proliferation in adapting video conferencing features during Covid-19 pandemic, online learning has been seen as way to decrease the gap of face-to-face interaction and indirect interaction. The tenets of Bartley et al (as cited in Nguyen, 2015) described that online learning is a way to provide the learning materials in a distance educational purpose. Unlike the conventional one, online learning is purely a digital-based platform aimed to

diminish the gap of distance learning by effectively adopting the nuance of conventional one.

Commonly, Zoom software has been considered as the most effective yet popular software to be implemented nowadays. According to Jahrir and Tahir (2020), Zoom software has been widely used during Covid-19 disruptions due to its capability to provide a large scale of virtual social interaction effectively. The possibility to apply a virtual feedback as well as assessment has also been considered as one of the software's authenticity in providing a digitized learning sphere. The other tenets stated by Mundiri et al (2021), proves the flexibility of Zoom software in providing a real time communication using an internet-based device which supports the software's features. He also stated that using the software can enact the learners as well as the educators to implement a collaborative task by adopting the features provided.

By knowing the varied experiences in online learning using zoom platform, one of the efficient ways to depict the lived situations of a certain event is using an autobiographical narrative inquiry. According to Clandinin and Conelly (as cited in Saleh et al., 2014), autobiographical narrative inquiry aimed to tell and retell the stories based on the related diversity experiences. The core value in implying narrative inquiry is in the ability to fully attend to a certain experience in order to broaden the understanding of personal occurrence.

As one of the most important aspects in learning foreign language, the indirect requirement in order to enact effective interaction among the society is having proper speaking skills. According to Ratnasari (2020), speaking is

considered as the core value of a language communication compared to the other aspects such as writing, reading, and listening. The earlier statement has been also in-lined with the perspective of Febriyanti (as cited in Ratnasari, 2020), pointing out the enhancement of speaking skills can help the individuals to interact with the others effectively on both virtual and physical exposure. In regard to this situation, people who have developed their speaking skills are commonly able to deliver their intentions/ideas clearly. With the support of proper learning exposure, the learners are able to develop their communication skills by applying their speaking ability – specifically in foreign language (English) – in the nuance of digital learning media. Besides, the adaptation of video conferencing (Zoom) as a tool for learning English speaking aspect has become the urgency among society in order to interact effectively since there has been a limitation of social interaction due to Covid-19 outbreaks.

By looking from the above paragraphs, the learning motivation has also been considered as one of the major influences in the individuals' learning outcome, especially in the digitized modes. According to the statement of Thomas and Vásquez (as cited in Aitto-oja, 2017), people who depicted future imagery of their own self-achievement, have been considered as the ones who had high motivation in every aspect of what they tried to achieve. In-line with the statement of Dörnyei (2011), “The word motivation derives from the Latin verb *movere* meaning ‘to move’. In this case, motivation can drive the personal’s intention to take a certain action based on his/her own will.

Therefore, recognizing the valuable insight of the impact of digitized learning mode using Zoom features could indirectly help the learners foster their oral competency and improve their motivation to gauge the learning materials effectively.

### **1.6 Significance of the Study**

By narratively describing the problems as the core aspect of the study, the results would be practically useful for the learners who are currently pursuing their study in language-related subject in speaking since this study will describe my personal experience of online learning engagement in the midst of Covid-19 pandemic. By referring to my study, the learners could also depict the dynamic process of EFL learners in the midst of learning speaking session, specifically on digital learning mode. Besides, by providing the proper alternatives learning media (video conferencing), they would be able to interact and engage well with the other classmates and educators so that they could foster their speaking ability. Therefore, the lecturers in Widya Mandala Surabaya University, specifically in English Department, will have a broader insight in knowing the proper strategy to enhance the learners' learning engagement as well as to utilize Zoom to increase the students' speaking skills, and motivation to freely express their opinion based on the reflective experiences occur during the learning sessions.

### **1.7 Assumption**

This study is conducted by considering the following points of assumption. First, it is assumed that the relativeness of learning engagement, exist in every individual learner and has a varied result from one person to another, especially in

the digital learning mode. Second, learning engagement and its impact on learning can be elicited through narrative inquiry.

## **1.8 Definition of Key Terms**

To avoid misunderstanding, some key terms used in this study are defined as follows:

### **a. Personal Experience**

According to Dewey (as cited in Tran, 2019), personal experience is a form of relation between interaction and continuity referred to the temporary event. The interaction itself is aroused from the intersection of internal and existensial event, while the continuity concerns more on the undergoing of certain situation where it denotes the temporal perspective of every event. Besides, the notion of experience has been also denoted by Dewey (as cited in Roth & Jornet, 2014) that mentioning experience can be transformed into transactional one depending on the enviromental during the practical activity.

### **b. Online Learning**

Referring to the perspective of Curtain (as cited in Singh & Thurman, 2019), online learning is one of the methods to broaden the interaction opportunities between the learners and the educators regardless of the distance which may occur.

### **c. Learning Engagement**

Fredericks et al (as cited in Carmichael et al., 2020), defined that learning engagement is a term related with the alignment of cognitive

skills in grasping the materials and behavioural in attentively participating the learning session.

d. Narrative Inquiry

Narrative inquiry which can be used to review the historical background of individuals' experiences by considering their personal and professional value (Connelly & Clandinin, 1986), is a compilation of lived and told experience stories which are excerpted from both research and literature (Savin-Baden & Van Niekerk, 2007).

e. Speaking

Speaking which requires the activation of individuals' oral competencies in the pronunciation, vocabulary, grammar, and fluency (Haryudin, 2016), is one of the actions that can arouse the other recipients in order to give certain information According to Brown's perspective (Brown cited in Brittany, 2020).

f. Motivation

Dörnyei and Ottó, P. 65 (as cited in Bakar et al., 2010) define that motivation in second language (L2) learning as a dynamic cumulative changing of an individual which can initiates, directs, coordinates, amplifies, terminates, and evaluates both the cognitive and motor process based on their selected initial desires which later on are implemented or acted out.