



THE EFFECTIVENESS OF USING ZOOM CLOUD MEETING APPLICATION TOWARD IMPROVING STUDENTS' SPEAKING ABILITY

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ABSTRACT

This research discusses The Effectiveness of using Zoom Cloud Meeting Application toward improving students' speaking ability at the eleventh grade MIPA of SMA NEGERI 2 Mandau. The purpose of this research was to find how is The Effectiveness of Using Zoom Cloud Meeting Application Toward Improving Students' Speaking Ability at the eleventh grade MIPA of SMA NEGERI 2 Mandau. The approach used quantitative approach and the research design used correlation with a population of 209 students with a sample of 35 respondents obtained using the random sampling method. Measurement of the effectiveness of the using Zoom Cloud Meeting Application to improve students' speaking ability is calculated through correlation analysis, hypothesis testing and effective testing. The correlation result show that the using Zoom Cloud Meeting Application is significantly effective in improving students' speaking ability at The eleventh grade MIPA of SMA NEGERI 2 Mandau. The criterion for rejection of H_0 is if a significant value $\alpha < 0,05$ and H_a is accepted if a significant value $\alpha > 0,005$, so because the result is accepted that is sig(2 tailed) $0,109 > 0,05$. That is can be concluded that there is a relationship between Zoom Cloud Meeting Application is Effective to improve students' speaking ability at the eleventh grade MIPA of SMA NEGERI 2 Mandau. So it can be concluded that the using Zoom Cloud Meeting Application toward improving students' speaking ability at the eleventh grade MIPA of SMA NEGERI 2 Mandau with percentage of 77,6% from result Effective testing

Introduction

In the learning process, the role of learning media plays an important role in supporting the learning system. Media is a communication channel used to disseminate information, news, education, entertainment, data, or promotional messages. Media includes many broadcasting channels, such as; internet, magazines, television, radio, billboards, fax, and telephone. In *Abstract Tools and Technologies of Learning* is how technological developments are transforming social, educational and cultural practices. They discuss the human use of tools in an evolutionary context and argue that tool innovations are hard-won cultural events, usually involving felicitous conditions (Zadja, 2009, p. 14).

There are three parts of online learning, E-learning, Blended Learning, and Mobile Learning. E-Learning has emerged as the dominant term to describe the use of computers and networks to help people learn. In practice, much of the popularity of the term is attributed to the Internet as a way to connect students, teachers, and organizations that provide learning. E-learning can change the way we understand learning and offer new opportunities both for those who identify themselves as learners and for learning as it happens in our daily lives (Zadja, 2009, p. 52).

A. Blended Learning

Blended learning is “a combination of technology and classroom instruction in a flexible learning approach that recognizes the benefits of providing some online training and assessment but also uses other modes to complement training programs that improve learning outcomes and save money” (Whittaker, 2003, p. 12). By accessing learning materials using technology media, where the blended method is more directed at technology-based learning. In general, blended learning is a combination of online learning or E-learning with face-to-face learning wherein practice teachers and students can directly find online learning that can be accessed anytime. Anywhere and anytime via video streaming, virtual classroom. In the learning process, teachers and students can conduct online learning in different places, but can still conduct discussions, ask questions for learning materials that are carried out in real-time.

Mobile learning is the concept of learning that occurs when students are not in a fixed and predetermined location, or learning that occurs when students take advantage of learning opportunities offered by mobile technology. Mobile technology or technology that people carry (tablet computers, cell phones, digital cameras) (Zadja, 2009, p. 52). The use of online-based technology media is currently playing an important role in the learning process. The use of Zoom Cloud Meeting application is one of the technologies used in the learning process. Based on the explanation above, the Zoom Cloud Meeting application is included in Blended Learning and communication tools that can be used in the learning process. Where in practice, students and teachers can do face-to-face to complete the learning process using internet technology.

Based on the researcher's preliminary observations on the English teacher, Mrs. Auyennetti, S. Pd at the Eleventh Grade of SMA Negeri 2 Mandau on January 21, 2021, there are some phenomenas that the researchers found in the field:

1. Eleventh-grade students are not satisfied with using the Google Classroom and Whatsapp applications based on E-Learning which is used in the online learning process.
2. The ability of students is low in the practice of speaking using applications based on E-learning using the google classroom and WhatsApp applications in the online learning process.
3. Lack of interest in student learning using the google classroom application in the task process, the practice can be seen from the activeness of students in sending assignments using google classroom.
4. Students find it difficult to understand the learning materials sent by the teacher through google classroom.
5. Eleventh-grade students seem to be more efficient in using face-to-face learning using blended learning-based applications.
6. Students understand more quickly when the teacher directly explains learning by sending videos or the teacher directly interacts with students through blended learning applications.
7. Students are more enthusiastic when the teacher practices and explains directly learning by involving the teacher in communicating, face to face in the learning process.
8. Students cannot optimize the time in a timely manner that has been set during the learning process using online-based applications.

Based on the phenomena above, the researchers are interested in conducting research with the title: "The Effectiveness of Using Zoom Cloud Meeting Application Toward Improving Students' Speaking Ability at The Eleventh Grade MIPA of SMA Negeri 2 Mandau"

Blended learning is access to a wide choice of alternative resources on your personal computer drawn from international, as well as institutional, digital repositories, accessed via a single log-in that personalizes the 'blend' of learning with studying online with tutors as facilitators and emphasis on co-creation within a course that is rich in online collaboration and seamless integration of physical and virtual learning spaces that integrate and accommodate technology, but focus on student learning (Pegler 2007, p. 9). There is a good deal less literature on the effectiveness of blended learning than there is defining it and suggesting how to implement it. They state that "There is some anecdotal evidence about how well participants liked blended learning and many articles outlining the costs saving associated with integrating technology (Pegler 2007, p. 18). There is also a growing literature base about the learning outcomes achieved through

using various types of technology. The biggest challenge is finding studies that specifically address blended learning, as opposed to the use of technology alone.

From definition above, Blended Learning is a learning method that combines two lessons using computer technology with an emphasis on combining conventional (face-to-face) methods with online methods where the key to the success of this method is readiness between two participants, teachers and students.

1. Zoom cloud meeting Application

Zoom is a great video conferencing software which you can use to hold video and audio meeting so as well as chat. It gives an awesome meeting experience through the internet(Virtual Meeting). This is really cool for working remotely or working from home, attending to patients for those in the health care sector, passing knowledge for teachers, and so on (Steve 2020, p. 7). (Company 2020, p. 6) said that Zoom Meetings are the foundation of Zoom, and the term refers to video conferencing meeting using the platform that allow remote and co-located meeting attendees to communication frictionlessly. A "Zoom Meeting" simply refers to a meeting that's hosted using Zoom, and attendees can join the meeting in-person, via webcam or video conferencing camera, or via phone.

Based on the definition above, Zoom cloud meeting is a communication application using video and can be used on various devices both mobile and desktop and then be used for the learning process.

2. Advantages and disadvantage of The Zoom Cloud Meeting Application.

There are advantages and disadvantages of the following zoom cloud meeting applications (Mandy, 2019):

a. Advantages of Application Zoom Cloud Meeting.

1. Zoom offers the ability to communicate in real time with geographically dispersed individuals via computer, tablet, or mobile device.
2. Zoom possesses a number of additional advantages that enhance its potential research utility.
3. Zoom is its ability to securely record and store sessions without recourse to third-party software.
4. Zoom to be useful in forming and maintaining rapport with the researcher, the ability to see the researcher and respond to nonverbal as an important aspect of establishing rapport, building interpersonal connection, or adding “a personal touch”.
5. Convenience: access, time effectiveness, and cost-effectiveness, as a key advantage of Zoom.
6. Simplicity and user-friendliness, identified Zoom’s ease of connection, intuitive functionality (straightforwardness), and robust but simple privacy and security

options (including ability to manage user and call metadata, secure webinar options, and secure recording on local devices or remote servers) as key strengths of the platform.

b. Disadvantages of Application Zoom Cloud Meeting

1. Difficulty connecting, Typical technical difficulties included low Internet bandwidth, outdated hardware, or limited webcam and/or microphone functionality.
2. Call quality and reliability issues. These instances may have been due to unreliable Internet connection or use of older machines or mobile devices, resulting in dropped calls, lost call connection, or lag, muffling of audio, although instances of poor audio quality were sporadic.
3. Participants commonly expressed frustration when experiencing technical issues, especially in instances where technical difficulties lasted for several minutes.
4. Interruptions were occasionally caused by inadequate home or office setup of the participant. Setup issues included poor webcam functionality, software incompatibility, low device battery, or issues with audio (sound could not be heard without the use of headphones). Participants who mentioned these issues tended to attribute the problem to their own competence in using Zoom rather than to the technology itself.

Overall, it may be said, the use of the zoom cloud meeting application has several features, schedule meeting and usage procedures that can make it easier for readers to use the application. This application is an application that uses the blended learning that can be used in the learning process that can be accessed by students and teachers to support the learning process.

B. Speaking Ability

(Brown H. S., 2004, p. 140) While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

1. Micro and macro skill of Speaking

The micro-and macro skills to assess in speaking (Brown H. S., 2004, p. 142). It means that Micro and macro skills are English language skills that have been taught in formal and non-formal education which are important to master. Micro and macro skills consist of listening, reading, writing and speaking which are included in the macro skills. Meanwhile, vocabulary, pronunciation and grammar are included in micro skills.

2. Function of Speaking

(Richards, 2008, p. 19) says, “In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule’s framework (after Jones, 1996, and Burns, 1998) : talks as interaction, talk as transaction, talk as performance. Each of these speech activities is quite distinct in term of function and requires different teaching approaches.”

Thus, The researcher conclude that The function of speaking is a means of social communication in a person's daily life to convey ideas, thoughts, ideas, feelings, desires, and hopes, to others, where in conveying this, every rule must be considered, because one's safety depends on the speech which passed on to others. In conducting this research, the researcher read some others researches about zoom cloud meeting application and speaking ability and found some related researches. In this research, The researcher used a quantitative approach with used survey method, it includes cross-sectional using questionnaires and test for data collection. The population of the researcher is at the eleventh-grade MIPA of SMA NEGERI 2 MANDAU, while the sample of this research was 35 students.

In a conclusion, it is true that speaking is considered a difficult skill to master but there is some effort that can be done to overcome this problem. Base on the researcher and teacher there result in a discussion on how to solve the student's problem writing. There is actually an application that can help students in speaking. And the aim of this researcher is the effectiveness of using the zoom cloud meeting application toward improving students’ speaking ability.

3. The indicator of Zoom Cloud Meeting Application

- a. The students are able to join Zoom Cloud Meeting Application via computer, tablet, android or mobile device on speaking learning.
- b. The students are able to communicate using Zoom Cloud Meeting Application by utilizing the internet network on speaking learning
- c. The students are able to make group conferences and record using the Zoom Cloud Meeting Application on speaking learning.
- d. The students are able to use features in Zoom Cloud Meeting Application on speaking learning.
- e. The students are able to use video calls with the Zoom cloud meeting application in speaking learning.

4. The indicator of Speaking Ability

- a. The students are able to speak correct Grammar well.
- b. The students are able to speak by using suitable vocabulary.
- c. The students are able to speak and comprehend well.
- d. The students are able to speak fluently.
- e. The students are able to speak by using correct pronunciation.

f. The students are able to do the task well.

5. Hypothesis

Base on observation that researcher will be done, the hypothesis can be formulated as follow:

1. H_0 : There is no effectiveness of using Zoom Cloud Meeting Application toward improving students' speaking ability at the Eleventh grade MIPA of SMA NEGERI 2 Mandau.
2. H_a : There is effectiveness of using Zoom Cloud Meeting Application toward improving students' speaking ability at The Eleventh grade MIPA of SMA NEGERI 2 Mandau

Method

The research approach used in this research is the quantitative approach. The method used in this research is the correlation research design. Correlation research involves collecting data to determine whether and to what degree a relationship exists between two or more variables. The degree of relationship is expressed as a correlation coefficient (Gay, L.,2012). It includes cross-sectional using questionnaires and test for data collection, with the intent of generalizing from a sample to a population. To determine how long this research can be held, it is necessary to arrange the schedule of the research according to the activities that were done in this research. The activities were begun by proposing the research, and the research started on March 2021 until June 2021. This research was taken at school in the eleventh grade MIPA of SMA NEGERI 2 Mandau. Because in the location research using Blended Learning with Zoom Cloud Meeting Application in the English Learning process.

The first stage in the sampling process is to clearly define the target population. According to (Taherdoost, 2016). The population is commonly related to the number of people living in a particular country. The population of this researcher were the students at the eleventh grade MIPA of SMA 2 Mandau 2020/2021.

Table 1: The Population of The Research

No	Class	Total Students
1	MIPA1	34
2	MIPA 2	35
3	MIPA 3	36
4	MIPA 4	34
5	MIPA 5	35
6	MIPA 6	35
Total		209

Taherdoost (2016) Said that the sample is a part that can represent all the observed population. In order to answer the research questions, it is doubtful that the researcher should be able to collect data from all cases. The sampling technique for this research is cluster random sampling. In random sampling aimed at generalizing results drawn from a sample to the whole population of interest, must be based on probability sampling. Elder (2009, p. 4). The researcher will select 35 samples.

Table. 2: The Sample of the Research

No	Class	Total Students
1	XI MIPA 6	35
	Total	35

The researcher used a questionnaire, a questionnaire is made then distributed with aims to obtain data from respondents. Then the researcher also used a speaking test. The speaking test is used to improve the students speaking ability using zoom cloud meeting application. There are two types of data collection techniques:

1. Test

The test technique used by this researcher is the Speaking Test. The Speaking Test is a test given to 35 respondents to determine the students' speaking scores using the zoom cloud meeting application

2. Non Test

The non-test technique used in this researcher is a questionnaire. Questionnaires are a very convenient way of collecting useful comparable data from a large number of individuals. The questionnaire will be assessed by the Likert Scale. The Likert Scale below:

Table 3: The Likert scale Score

Category	Score
Strongly Agree	5
Agree	4
Hesistant	3
Disagree	2
Strongly Disagree	1

(Source: (L.R.Gay, 2011))

To measure the level of respondents' responses to this research questionnaire, it can be grouped into an interval scale. From the calculation above, the interval that can be used to determine the length of the interval is 0.8. To interpret the answers of the respondents, the mean value of the respondents' answers is calculated and categorizes. The following is the interval scale for interpreting the value of the questionnaire questions:

Table 4: The Interval Scale Value of The Questionnaire

The Interval scale	Value of the Questionnaire
Very Effective	4.21 –5.00
Effective	3.41 -4.20
Less Effective	2.61 – 3.40

Not Effective	1.81 – 2.60
Very Ineffective	1.00 – 1.80

(Source: Sugiyono, 2017)

In this research data analysis technique, data processing is assisted by software Microsoft excel 2010 at the time of tabulation. Students will get student questionnaire scores and speaking ability test scores. The data collection in this study was a non-participant observation. Non-participant observers are not directly involved in the observed situation. In other words, the researcher observes and records behavior, but does not interact or participate in the life of the setting research. Then after the research observations, I distributed questionnaires to respondents involved in this researcher's research. Mainly based on a sample of 35 respondents.

To maintain this research, the researcher had four things: The first instrument test, Normality test, Correlation test, Hypothesis test. The instruments test is a way to find out the validity and reliability of the instruments, so that can be used. An instrument is said to be valid if it can be used to measure what should be measured. While said to be reliable if the instrument can be used to measure the same object, it will produce the same data as well.

a. Validity Test

Validity is a measure that determines the validity of an instrument. An instrument was valid if it can be used as a measuring tool that is able to measure accurately. To know whether the determination is valid or not, a questionnaire is a way to compare the count and table to the goal determined valid or not (Jannah, 2020). The level of significance used in the validity test is 0.05. The following are the provisions of the validity test:

- 1) H_0 is accepted if $r \text{ count} > r \text{ Table}$ that the instrument is valid
- 2) H_0 is rejected if $r \text{ count} < r \text{ Table}$ that the instrument is not valid

(Source: Sugiyono, 2014)

b. Reliability Test

To calculate the reliability test, the researcher used the Cronbach's Alpha coefficient. The coefficient minimum of Cronbach's Alpha for a measure is 0,60. It can be said that the instrument is reliable. Valid and reliable this research instrument will affect the valid and reliable data generated. The reliability test on this research used IBM SPSS 23.

The basis for making decisions in reliability testing is as follows:

1. If Cronbach's Alpha value > 0.60 that the questionnaire is reliable.
2. If Cronbach's Alpha value < 0.60 that the questionnaire not Source:

(Ghozali, 2011)

c. Normality Test

Data can be said to be normally distributed if the value of Asymp Sig (2-tailed) calculated by Kolmogorov-Smirnov is greater than $1/2\alpha$. (Nafiah & Jumino, 2017). The one-sample Kolmogorov-Smirnov test is a goodness-of-fit test. That is, what is

considered is the degree of correspondence between certain theoretical distributions. This test determines whether the scores in the sample can be reasonably ascribed to a population with a certain distributive.

The following is the basic decision-making guideline for the one-sample Kolmogorov-Smirnov Test:

1. Value of Sig. or Signification (Probability Value) < 0.05 then the distribution is not normal.
2. Value of Sig. or Signification (Probability Value) > 0.05 then the distribution is normal. (Source: Nuryadi, 2017)

d. Correlation Coefficient Test

To analyze the correlation coefficient, the researcher used the Pearson Product Moment (Pearson Moment Correlation Analysis). The correlation coefficient r shows the degree of correlation between the independent variable and the dependent variable. The value of the correlation coefficient must be within the limits of (-1) to $(+1)$ $(-1 < r < +1)$ which results in several possibilities, including the following:

1. The positive sign $(+)$ indicates a positive correlation in the variables being tested. If $(r = +1)$ or close to 1, it indicates a positive influence and the correlation of the variables tested is very strong.
2. The negative sign $(-)$ indicates a positive correlation in the variables being tested. If $(r = -1)$ or close to -1, indicates a negative influence between the variables being tested is weak.
3. If $r = 0$ or close to 0, it indicates a weak correlation or no correlation at all between the variables studied and tested.

The signs $(+)$ and $(-)$ contained in the correlation coefficient indicate the direction of the relationship between these variables. With the following conditions:

1. The sign $(-)$ indicates the opposite relationship, which means that if one variable increases, the other will decrease.
2. The sign $(+)$ indicates a unidirectional relationship, which means that if one variable increases, the other increases. (Source: Sugiyono, 2017)

The following of interpretation of correlation coefficient value:

Table. 5: Interpretation of Correlation Coefficient Value

Value Coefficient	Explanation
+0.70 – up	Very strong positive relationship
+0.50 – +0.69	Strong positive relationship
+ 0.30 – +0.49	Medium positive relationship
+ 0.10 – +0.29	Meaningless positive relationship
0.0	No relationship
- 0.01 – -0.09	The negative relationship does not mean
- 0.10 – -0.29	Low negative relationship
- 0.30 – -0.49	Moderate negative relationship
- 0.50 – -0.59	Strong negative relationship

- 0.70 – down	Very strong negative relationship
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(Source: Bungin, 2005)

e. Hypothesis Test

In this research will be carried out hypothesis test used accuracy limits by 5% and used SPSS 23 which can assist researcher in processing statistics.

Where the criterions were:

H_0 accepted if $\text{sig}(2\text{-tailed}) < 0,05$

H_a Accepted if $\text{sig}(2\text{-tailed}) > 0,05$

(Source: Nafiah & Jumino, 2017)

The measurement rating divided by the number of success criterion levels time 100% based on table the effectiveness of purwanto 2007 as below:

Table 6: Interpretation of Effectiveness Level

Level	Percentage of Effectiveness	Categorization
1	10% - 20%	Less Ineffective
2	21% - 40%	Ineffective
3	41% - 60%	Less Effective
4	61% - 80%	Effective
5	81% - 100%	Very Effective

(Source: Nafiah & Jumino, 2017)

Finding and Discussion

Mean of writing test score from 35 students was 82, 0714 that was considered to “Good” classification. Minimum score was 58.33 and maximum score is 95.00, with median from the score was 85.0000, mode was 85.00. Standard Deviation from these score was 9.11387. and then below is the frequency table in speaking Test.

a. Frequency in Speaking Test

The following is in the speaking test: there was 1 student got 58.33(2,9 %). There was 1 student got 70(2,9 %), there was 1 student got 70,83(2,9%), there were 2 students got 72.50(5,7%), there were 8 students got 75(22,9%), there was 1 student got 78.33(2,9%), there were 2 students got 80(5,7%), there was 1 students got 81.67(2,9%), there were 10 students got 85(28,6%), there was 1 students got 93.33(2,9%), there were 7 students got 95(20,0%).

b. Category frequency chart in narrative Speaking Test

The following is the chart frequency in speaking test

Chart 1. Category frequency chart in Speaking Test



The mean questionnaire score from 10 statements was 3.8800, which was considered an “Effective” classification. Minimum score was 3.43 and the maximum score is 4.63, with the median from the score was 3.8150, mode was 3.43, standard deviation from this score was 0,36378.

a. **Mean Score and Category**

The following is the table mean score and category:

Table 7: Mean Score and Category

Questionnaires	Mean	Category
1	3,69	Effective
2	4,20	Effective
3	3,57	Effective
4	4,63	Very Effective
5	3,60	Effective
6	3,97	Effective
7	3,43	Effective
8	4,11	Effective
9	3,66	Effective
10	3,94	Effective

(Source: SPSS 23)

b. **Frequency table in questionnaire**

The following is the table Frequency of questionnaire:

Table 8: Frequency table in questionnaire

Questionnaire		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Effective	9	25.7	90.0	90.0
	Very Effective	1	2.9	10.0	100.0
	Total	10	28.6	100.0	
	System	25	71.4		
Total		35	100.0		

(Source: SPSS 23)

Based on table above, there were 9 statements got Effective (90%), and there were 1 statements got Very Effective (10%).

The correlation coefficient of the data can be seen in the following table:

1. **Correlation Coefficient Test**

To analyze the correlation coefficient, the researcher used the Pearson Product Moment (Pearson Moment Correlation Analysis). The correlation coefficient r shows the degree of correlation between the independent variable and the dependent variable.

Table 9: Result Of Correlation Coefficient Test
Correlations

		Zoom Cloud Meeting Application	Speaking
Zoom Cloud Meeting	Pearson Correlation	1	.109
	Sig. (2-tailed)		.531
	N	35	35
Speaking	Pearson Correlation	.109	1
	Sig. (2-tailed)	.531	
	N	35	35

(Source: SPSS 23)

The value of the correlation coefficient must be within the limits of (-1) to (+1) ($-1 < r < +1$) which results in several possibilities, including the following:

1. The positive sign (+) indicates a positive correlation in the variables being tested. If ($r = +1$) or close to 1, it indicates a positive influence and the correlation of the variables tested is very strong.
2. The negative sign (-) indicates a negative correlation in the variables being tested. If ($r = -1$) or close to -1, indicates a negative influence between the variables being tested is weak.
3. If $r = 0$ or close to 0, it indicates a weak correlation or no correlation at all between the variables studied and tested.

The signs (+) and (-) contained in the correlation coefficient indicate the direction of the relationship between these variables. With the following conditions:

1. The sign (-) indicates the opposite relationship, which means that if one variable increase, the other will decrease.
2. The sign (+) indicates a unidirectional relationship, which means that if one variable increases, the other increases.

Based on table IV.10, the correlation coefficient of the Zoom Cloud Meeting variable and writing variable was 0,109. It can be concluded that there is a significant correlation. Because the result of the correlation coefficient can be seen there is a positive relationship correlation. It indicates a positive (+) If ($r = +1$) or close to 1, it indicates a positive relationship influence, and the correlation of the variables tested is very strong. This can be interpreted that the correlation between the Zoom Cloud Meeting and the speaking ability is a positive correlation, as can be seen from table III. 6

2. Effective Test

Based on the between normality and correlation coefficient, the researcher found out the effective test as follows:

The average of measurement:

$$= \frac{38,8}{10}$$

$$= 3,88$$

The percentage of effectiveness Zoom Cloud Meeting:

$$= \frac{3,88 \times 100\%}{5}$$

$$= 77,6$$

The calculation of the effectiveness of the Zoom cloud meeting application to improve students' speaking ability at eleventh grade MIPA of SMA NEGERI 2 Mandau then interpreted was 77, 6% and the categories include effective from the Table. 6 Interpretation of Effectiveness Level

Conclusion

In this research, the researcher conducted the research with a total population of 209 from grade MIPA 1 – MIPA 6. In each sample, the researcher used the cluster random sampling technique, so that 35 samples were obtained. In this research, the instrument for the data collecting technique was the researcher used 2 instruments, Test (Speaking Test) in the form of Narrative Text and Non-Test (Questionnaire). To take the Speaking Test, the researcher used the Zoom Cloud Meeting application, where students were asked to take an oral speaking test with the topic Narrative Text, the assessment aspects of the Speaking Test are Grammar, Vocabulary, Comprehension, Fluency, Pronunciation, Task. As for the Non-Test, the author uses Questionnaires created using Google Form and distributes the link questionnaires to 35 respondents with an assessment using the Likert Scale.

Based on the data presentation and the data analysis, the Effectiveness of using Zoom Cloud Meeting Application toward improving students' speaking ability at the eleventh grade MIPA of SMA NEGERI 2 Mandau can conclude:

1. Based on the data analysis, the correlation coefficient was 0,109. Because of Sig. The difference (2-tailed) was bigger than 0.05. It means the relationship between the X variable and the Y variable is a positive correlation.
2. Based on data analysis, the result of the Effective test was 77,6%. It means using Zoom Cloud Meeting Application toward improving students' speaking ability in the eleventh grade. MIPA of SMA NEGERI 2 Mandau is Effective.

Based on the results of the explanation above, the researcher can conclude that there is a correlation with the use of the Zoom Cloud Meeting application to improve students' speaking ability. In addition, the Zoom Cloud Meeting application is effective in learning to speak to improve students' speaking ability. Especially in grade MIPA 5 of SMA NEGERI 2 Mandau. With the use of the Zoom cloud meeting application, students are more confident, enthusiastic and more concentrated in speaking English. In addition, the use of the Zoom cloud meeting application can help students in the learning process, especially in terms of the ability to speak English.

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