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Language Literacy Enhancement Through Zoom Cloud Meeting

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Informasi Artikel Abstrak

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Penelitian ini dilakukan untuk menganalisis peningkatan kemampuan literasi bahasa melalui zoom cloud makna. Berdasarkan masalah penelitian, peneliti merumuskan tujuan penelitian ini Untuk mendeskripsikan bagaimana kemampuan literasi bahasa melalui pertemuan zoom cloud di Universitas Prima Indonesia pada semester 5 dan Untuk menjelaskan bagian literasi Bahasa apa yang dominan meningkat selama penggunaan zoom cloud meeting pada mahasiswa semester 5 Universitas Prima Indonesia . penelitian ini menggunakan pemelitan kualitatif yaitu dengan metode studi kasus dimana dalam pengumpulan data menggunakan koesioner yang dimuat dalam google form dan disebarikan kepada 30 mahasiswa semester 5 universitas prima indonesia tahun ajaran 2021/2022. Dari penelitian ini ditemukan bahwa penggunaan zoom cloud meeting pada saat pembelajaran online sangat membantu mahasiswa dalam meningkatkan kemampuan literasi Bahasa dan kemampuan literasi Bahasa mahasiswa universitas prima Indonesia pada saat penggunaan zoom cloud meeting di pembelarana online 66,7% ke atas mengatakan sangat baik serta bagian literasi Bahasa yang dominan meningkat pada saat penggunaan zoom cloud meeting adalah kemampuan membaca yaitu dengan persentase 53,3%, kemudian kemampuan menyimak dengan persentase 26,7%, lalu kemampuan berbicara dengan persentase 16,7%, serta kemampuan menulis dengan persentase 3,3%.

Abstrak

This research conducted to analyze the language literacy skills enhancement through zoom cloud meeting. From the research problem, the researchers formulated the purpose of this study was to describe language literacy skills through zoom cloud meetings at Universitas Prima Indonesia in 5th semester and explained the parts of language literacy skills dominantly increased during online learning through zoom cloud meeting in 5th semester students at Universitas Prima Indonesia. This research used qualitative research with the case study method where in data collection using interview by sharing the google form, distributed to 30, 5th semester students at Universitas Prima Indonesia for the Academic Year 2021/2022. The results found that the use of zoom during online learning really helped students in improving their language literacy skills and language literacy skills for Indonesian prima university students when using zoom cloud meetings in online learning, 66.7% and above said it was very good and the literacy section. The dominant language literacy skill enhanced was using zoom cloud meetings is reading ability with a percentage of 53.3%, then followed by listening ability at 26.7%, speaking ability at 16.7%, and writing ability with a percentage of 3.3% .

INTRODUCTION

Literacy is the ability to access, understand and use things intelligently through various activities including reading, writing, listening, and speaking. Literacy is a person's social behavior in accessing, understanding and using information related to knowledge, language, and culture through various activities, including reading, viewing, listening, writing, and speaking to give birth to well-being (Aster, 2020). Literacy is one of the models being applied to develop someone's ability to communicate. So in general literacy is a person's ability to process information obtained from reading, writing, seeing, and listening activities so that the information is accurate. Literacy Concepts according to (Teguh, 2017) there are five namely: Basic literacy: developing reading, writing, speaking, and listening. This activity is a basic skill in English. Second : Library literacy that promote literacy activities by using the references in the library like books. Third: Technology literacy: using technological advances to facilitate literacy activities. The technology used, obviously helped to improve literacy skills. Next is Media literacy: using media as media literacy promotion. The last is Visual literacy: ability to appreciate.

However, literacy also includes how a person communicates in society graphic design and visual text, and in this research, the kind of literacy skill analyzed is basic literacy. The purpose of basic literacy is to optimize a person's ability to write, listen, read and speak to communicate. Basic literacy is the basic ability in English, they are writing skill, listening skill, reading skill and speaking skills (Mayssara, 2014). Writing is an active and productive language activity that requires encoding activities, namely activities to produce or convey language to other parties through language (Diari, 2019). Writing is an activity of taking information and putting it in a medium, either a book or an electronic device that supports the storage of that information. Listening is a conscious listening activity to obtain information. Reading skill is the skill of recognizing and understanding writing in the form of a sequence of symbols, graphics, and text where the goal is to get the information needed. Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time the ability to speak or speak is studied (Paramita & Suryanto, 2021).

At the beginning of 2020, the world was faced with a health crisis with the spread of a very dangerous virus, namely COVID 19. The impact of this virus is very dangerous because it involves death. In February 2020, the first case of the Coronavirus 19 occurred in Indonesia (Yasmin & Wirastania, 2021). Moreover, day by the day, the spread of the Corona virus is widely increasing. Many people have tested positive for this virus. In a study conducted by (Arum, 2020) the Indonesian government is still only handling social restrictions or social distancing (Antariksa, 2021). Because the case of Covid 19 increased so the policy taken by the government is to do a lockdown, it is the cessation of all activities that involve crowds. The government has also implemented a stay at home policy. This means that all companies or parts of the government must be temporarily closed, including the world of education. However, from day to day more people are infected with this virus, so the government is taking action to close all access related to crowds. Like schools in all parts of Indonesia for a while (Irawan & Iasha, 2021). During the Covid 19 epidemic, the demand to employ digital technology for teaching and learning activities grows as time passes (Anisa, 2021).

With this policy, schools or the learning process began to be carried out online or often called Online Learning. Starting from elementary schools (SD), Junior High Schools (SMP), Senior High Schools (SMA), and even Universities in almost all parts of Indonesia do online learning. The enactment of the government's decision to study at home, work at home has caused enormous losses for this nation. Learning English is compulsory learning in education in Indonesia. Before the corona pandemic period, learning was done offline. Of course, every teacher and student meet each other in a room and interacts directly in the teaching and learning process. However, with the current situation, it is not possible to carry out offline learning. Online learning has become popular during this pandemic. Online Learning is one of the means used to provide learning to students. Of course, if you do online learning, you must use an application, internet network, and internet quota (Wahyudiana et al., 2021).

With the rapid development of technology, for now, we have found many applications that can be used to support the online learning process. Some applications that are often used are WhatsApp, Google Meeting, and also Zoom cloud meeting. Then came the learning media zoom cloud meeting, which is an application with a fresh, unique, and attractive appearance and can combine images and animations. When using zoom cloud meetings no more teachers cancel meetings due to bad weather, even sick students can attend class and won't worry about missing the lessons. In this pandemic situation, the zoom application is very famous and popular in the field of education. Utilization of the application used in learning online is the Zoom Cloud Meetings application. This application is not only capable of making one-on-one video calls, but also in a group consisting of up to 100 people.

Before the covid pandemic occurred, it was during offline learning at school that students' literacy skills were honed and guided directly by teachers, especially at Prima Indonesia University. Teachers directly meet and interact directly with the student's so it is easy to monitor students' progress. However, this does not guarantee that students' language literacy skills are better. The student's literacy skill is very lacking because it is seen from the values obtained by students when carrying out exams. There are still many students who get bad grades in English. Moreover, during the pandemic, the students no longer interact directly with teachers in the classroom. Teachers and students only meet in online learning with exciting learning media. So with this, the challenge for lectures is getting bigger. Lectures must be creative when teaching and make creative teaching materials so the students got more interested in the learning and are better able to improve reading, writing, listening and speaking skills for all students so they can show which areas of literacy they are more skilled at.

There are some identifications of problem in this research such as the instructional process cannot be offline, less effective learning by using spada which is only in the form of material, students' assignments are done through whatsapp is still considered less effective during the corona virus pandemic, and the students are also lack of speaking and listening skills because there is no direct interaction between lecturers and students in online learning.

The problems of the study, meanwhile are to know how the language literacy is done through zoom cloud meeting and to explain what language literacy is dominantly enhanced. This research was conducted in 5th-semester students at Universitas Prima Indonesia in the English Education department. The significant of this research are theoretically, the result of this research provides literacy skills enhancement through zoomcloud meetings from students at Prima Indonesia University. This research is a reference and guide on how to use zoom cloud meetingsto improve students' language literacy skills. Practically, the significance of this research is to give a benefit as reference or comparison for scientific studies and adding research references for the English Department of Universitas Prima Indonesia for any other researches and researchers.

RESEARCH METHOD

Data collection techniques are an important process in obtaining data in research. According to Sugiyono (2008) If the researcher does not know the techniques of data collection, the researchers did not get data that can meet the data standards that have been determined. The design of this research uses qualitative research. The researcher uses the qualitative descriptive method. The data in this research is how the language literacy through zoom cloud meeting. The source of the data in this research is 5th-semester students of the English Education Department in Universitas Prima Indonesia.

The research instrument is used to collect research data. There are three instruments to use in this research they are observation and interview. An observation is a way of collecting data by conducting direct observation of an object in a given period and holding a systematic recording of certain things observed, so in this study, researchers used two types of observations namely Pre-observation and Post-observation. In the pre-observation, the researchers observed how the language literacy skills had been worked at offline learning that there were nothing online learning platforms applied. Also, the researchers conducted interviews through google form intending to know how students' literacy skills work. Then, the post-observation was conducted to observe how to improve students' language literacy skills after using zoom and in this step, the interview was done through google form.

Then, the interview as the second instrument in this research applied a conversation between the researchers with participants. In this case, the interviews were conducted with someone to get some information about language literacy enhancement through a zoom cloud meeting. In this research, interviews were conducted using a google form. The researchers made several questions and then provided them in a google form by giving the questions based on the research subjects, for the students at the English Department of Universitas Prima Indonesia. The researcher asked the questions about how the scores of student's listening, speaking, reading, and writing skills when offline learning and the researchers also asked the students to mention how those language skills scores when online learning done with zoom cloud meeting.

For collecting the data, the researcher did some procedures such as observing the student's language literacy skills between offline learning and online learning and then the researchers interviewed the students

using Google Forms. At last, the researchers concluded how language literacy skill enhancement through zoom cloud meeting and what language literacy was dominantly enhanced during the implementation zoom cloud meeting.

In the data analysis, the data applied the interactive model by Miles and Huberman. (Sugiyono, 2008) argue that qualitative data analysis activities are conducted interactively and continue until completion so that the data becomes saturated, they are data reduction, data display, and conclusion or verification.

Data reduction is the basic step to analyze data in this research. ³ Data reduction is a simplification, classifying, and removing unnecessary data that can produce meaningful information and make it easier to conclude. At this stage, ³ the researchers categorized the answers from the research subjects which were analyzed to conclude. The data presented is in the form of tables, diagrams, and the form of the narrative text so that was easy to conclude. After researcher take the data from the respondents and then researcher reduced and discarded the unnecessary data in this research from closed questions namely how your listening, speaking, reading, and writing skills is enhanced before zoom cloud meeting. This question was reduced because researchers only focused on how the student's language literacy skill enhancement through zoom cloud meeting and what the language literacy dominantly is enhanced through zoom cloud meeting. After made the data reduction, the researcher made data display thus it made easier to draw conclusion. The data arranged systematically, in narrative form and tabulative form where the data display is to set off the data arrange systematically and easily understood, thus providing the possibility of generating conclusions. In this study, ⁴ the data presentation was done in the form of text, tables, graphs, diagrams according to what is the list on the google form. Finally, conclusion and verification is the last step in this research to conclude which researchers concluded the significances of students' language literacy skills both offline and online learning using zoom cloud meeting application.

RESULTS AND DISCUSSION

¹ In this part, the researchers used a form in data collection and the form was published in the google form. There were seven questions contained in this study which were classified and described to conclude so that the formulation of the problems in this study were answered. Respondents in this study were 5th-semester students of the Faculty of Teacher Training and Education, Universitas Prima Indonesia. The respondent in this research were 30 persons with 10 males and 20 females.

From the data obtained, there were 22 respondents said that zoom helped them to improve their language literacy skills while 8 respondents said not a helpful strategy. Some respondents said that their language literacy skills during offline learning were quite good compared to online learning. Therefore, those response were described in the figure 1.

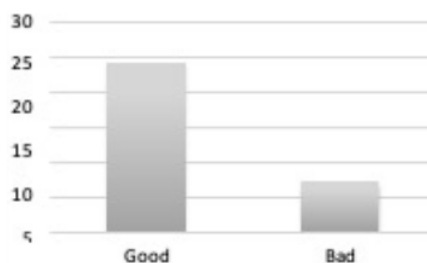


Figure 1. Students' literacy skills before using zoom cloud meeting.

Moreover, the researchers summarized some major explanations from the students about their language literacy skills during the offline learning before Covid-19 pandemic, as it can be seen in the table 1.

Table 1. Students' explanations about language literacy skill when offline learning

No.	Responses of students for their language literacy skills during offline learning
1.	Their literacy skills during offline learning have progressed where they repeat material given more often.
2.	They can process and select the information they get orally and be able to adapt to the situation at hand in solving problems.
3.	Able to have the knowledge and skills to speak in front of a group of people to educate, influence, and maintain a group of audiences with a flow according to the right genre.
4.	Their literacy skills during offline learning are more about listening, and writing because the lecturers often explain that if they study directly, the students are more likely to write.
5.	When offline learning their listening, speaking, reading, and writing ability is better because their lecturers teaches me directly and gives more information, and explains in detail.
6.	Literacy skills during offline learning increase in terms of reading, speaking, listening, and writing skill
7.	.In person, the material presented is clear and easier to discuss
8.	Good enough. Because they can find all lessons directly
9.	To improve literacy skills, interesting media is needed so that they don't get bored. if literacy learning only uses offline learning it is very boring
10.	They think it is not good because the time lecturer teaching is very short. So they don't understand the subject which is given

The researchers, however interviewed the students to know how their listening ability during online learning through zoom cloud meeting. From the explanation for language literacy in offline learning, there were 24 people said good and 6 people said bad it means that 80% at good criteria, and 20% at unsatisfied criteria. In the listening ability during online learning through zoom cloud meeting, there were 21 respondents (70%) said as good and 9 respondents (30%) said as unsatisfied. With the zoom, students learned to listen well from the explanation of the teachers and were able to take the information given. Some said unsatisfied because the teachers had limited access of time to use zoom for only 45 minutes for one session then it should be done for two or three sessions at one course thus the students got bored to join again. Thus, the responses were presented in the figure 2.

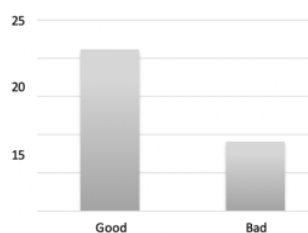


Figure 2. Students listening ability during online learning through zoom cloud meeting

The next part is to know how the speaking ability was enhanced during online learning through zoom cloud meeting. There were 20 respondents (66,7%) said as good and 10 respondents (33,3%) said as unsatisfied. It is good because with zoom there is the direct interaction between lecturers and students so that students will talk directly with lecturers and their friends so that their speaking skills increase and it's bad because there is a certain time limit, therefore the lecturer talks more to explain the essence of the material. Thus, the responses were presented in the figure 3.

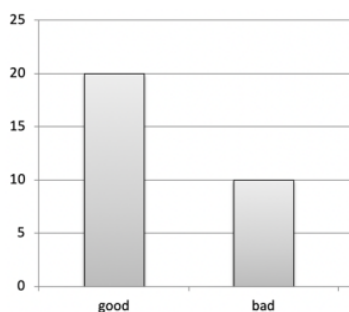


Figure 3. Students speaking ability during online learning through zoom cloud meeting

Then, the next part is to know how the students reading ability during online learning through zoom cloud meeting. The next question is how is the reading ability during online learning through zoom cloud meeting and 24 respondents (80%) said at good criteria and 6 respondents (20%) said at unsatisfied criteria. By the zoom, students were required to read the material given by the lecturer. The lecturer asked students to read and explain the material so that their reading ability increases. Thus, the responses were presented in the figure 4.

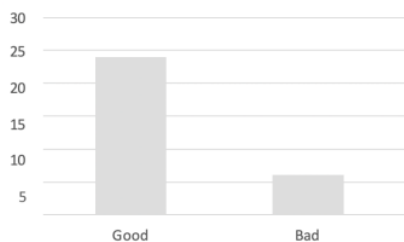


Figure 4. Students reading ability during online learning through zoom cloud meeting

The next language literacy skill writing. The researchers wanted to find out during online learning through zoom cloud meeting and 21 respondents (70%) are at good criteria and 9 respondents (30%) are at unsatisfied criteria. byzoom when the lecturer has given the material they were asked to summarize and write the material so that it has improved the students' writing ability. Thus, the responses were presented in the figure 5.

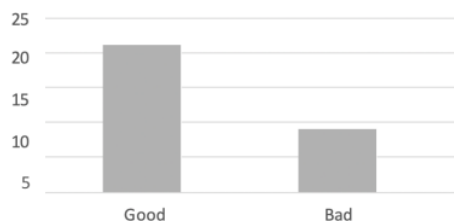


Figure 5. Students writing ability during online learning through zoom cloud meeting

Furthermore, the researchers asked the students about the dominant language literacy skill was increased during online learning through zoom cloud meetings and their explanations were also necessary to add. From the data obtained, it was drawn contained in the figure 6.

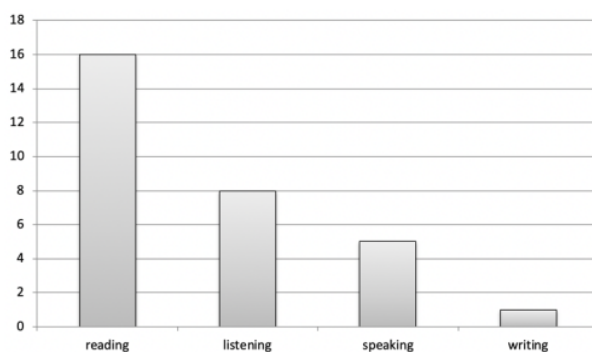


Figure 6. The dominant language literacy skill enhanced through zoom cloud meeting application

By describing of all answers from the students, it made easier for the researchers to conclude so that the problems of this research were solved with the question of whether the zoom app improves their language literacy skills. From the google form distributed, 22 of the respondents stated that zoom cloud meetings helped them to enhance their language literacy while 8 respondents said they were not helpful, so it can be concluded that 73,3% said it helped but 26.7% said it did not help them to improve their language literacy skills because of some personal reasons with the courses, the materials shared or even the way of teaching done by the teachers.

Table 2. The calculation of student's literacy skills using zoom cloud meeting application

No.	Language literacy	Good	Unsatisfied
1.	Listening	70%	30%
2.	Speaking	66,7%	33,3%
3.	Reading	80%	20%
4.	Writing	70%	30%

Thus, it could be said to be a helpful strategy because the zoom cloud meeting application allowed direct interaction between lecturers and students without a face to face learning model. By zoom, they could learn casually but have to stay serious and focused while the zoom made an easier way for teachers to explain the materials and courses. Besides, the interaction between the teachers and the students could establish cohesiveness because the students could also actively participate in the discussions, presented their assignments, not just listened to the teachers. Teachers could control their students by looking at the situation in their own cameras, record all the learning, and document the participants who join in the class. All the features of zoom are also in updated model based on necessity.

As summarized, from the data obtained that language literacy was dominantly enhanced during the implementation of the zoom cloud meeting, 53,3% or 16 respondents chose reading, 26,7% or 8 respondents chose listening, 16,7% or 5 respondents chose to speaking, and 3,3% or 1 respondent chose writing.

CONCLUSION

Based on the discussion above, the researchers concluded that the use of the Zoom cloud meeting application is very helpful for students in improving students' literacy skills, namely listening, speaking, reading, and writing. Language literacy skills during online learning using zoom cloud meetings of the respondents both listening, speaking, reading, and writing abilities are very good, from all respondents' answers obtained from google form said that zoom plays an important role in improving student literacy skills, namely by answering of the respondents, above 66,7% said that their literacy skills when using zoom cloud meetings were good because of the zoom cloud meeting which allows students to interact directly with lecturers and other students so that there were mutual communication and question and answer communication that made it easier for students to improve their language literacy skills.

Finally, the researchers concluded that language literacy dominantly enhanced during the implementation of the zoom cloud meeting is reading skills, where online learning using the zoom cloud meeting can become a place for direct communication between lecturers and other students so that there is direct interaction that improved students' reading skills. Because when lecturers and students communicate directly and when lecturers provide material to students via zoom cloud meetings students were asked to read the material so that their reading literacy skills were automatically increase. If the students did not do

reading, then they could not answer not only the quizzes but also could not record the attendance of each meeting because they should unlock the attendance by guessing out the clue given from the materials shared and read.

The suggestion for the academic writers, the researchers hope that besides the teachers used zoom for teaching in online learning, it is also necessary for having further learning media and facilities to enhance language literacy skills for students at any grades, both schools or even universities. Authors encourages to increase creativity in preparing learning materials, especially during online learning so that it is easier for students to understand the material provided. For students, it is also to motivate to be more serious in learning and see the lesson plans first by online learning using zoom cloud meetings so that their literacy skills can enhance. For other research, the researchers motivate to consider and to conduct any effective techniques of collecting data except Google forms for online learning researches.

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