Perception on Learning English Conversation Through Zoom Meeting

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ABSTRACT

This study aims to find out the perceptions of teachers and students in the process of learning English conversation through Zoom Meeting. The method used in this study was quantitative method. Data collection in this study was carried out using a survey technique by distributing questionnaires. The researcher used Google form as a data collection tool. The type of questionnaire was closed questionnaire. The questionnaires were distributed to 7 English teachers and 36 students. The results of the data analysis stated that teachers and students were greatly helped by learning English conversation through Zoom Meeting in learning activities. Teachers and students also have supporting devices and the government provides assistance to support the process of learning English conversation through Zoom Meetings. However, many teachers have disagreed that they have never experienced obstacles in the process of learning English conversation. It is suggested for teachers to help students improve their learning English conversation through online application in this case Zoom meeting. Students could learn more about the material provided by teachers through Zoom Meeting. For researchers, it could be as a reference in conducting studies regarding perception on learning English conversation.

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INTRODUCTION

Language is very important in everyday life because language is a symbol of sound that comes from the mouth or a speech tool that has meaning; language helps us to be able to communicate directly or indirectly with the people around us. In line with (Brown, 1980) stated that Language is systematic and a set of arbitrary

symbols; the symbols are vowels, however may also be visual and contain conventional meanings. With language, Humans are able to communicate well with fellow humans. (Lengkong, Pelenkahu, & Tuerah , 2021) stated that Learning is one of the most important and profoundly affecting our lives. Therefore, learning is one of the most important things in education and this process is built by the teacher to improve students' abilities, knowledge and skills.

Zoom Cloud Meeting is an application that can support communication needs in anywhere and anytime with many people without having to meet physically in person. This application for video conferencing can easily be installed on devices such as PC (Personal Computer) with webcam, laptop with webcam and Smartphone.

Indonesia is currently experiencing a Covid-19 situation, which affects every human activity. WHO (World Health Organization) declared a disease outbreak due to the corona virus COVID-19 as a pandemic global. The increasing number of the spread of the corona virus in Indonesia has prompted the government to issue several policies or steps that can be taken during this corona virus pandemic, the policies carried out are intended to avoid the spread of the corona virus. The Minister of Education and Culture (Mendikbud) Nadiem Makarim emphasized that the SARS-CoV2 (Covid-19) corona virus pandemic in the country made teaching and learning activities (KBM) in the classroom have to be eliminated. One of these policies is that the government implements distance learning (PJJ) for elementary schools to universities where students learn from home. The online learning system is a system without face to face directly between teachers and students using the internet network. Teachers must ensure teaching and learning activities go on, even though students are at home. However, changing the learning system to online teaching has made some schools not familiar with distance learning.

Especially on learning English on the subject Giving Expression about Congratulating and Complimenting which students have to do face to face with the teacher on learning English. English Language in Indonesia is a foreign language. As stated in (Manoppo, E. C., Rares, H., & Posumah, J., 2021) that English is declared as a foreign language in Indonesia. Teaching English at the high school level is an important role in student learning. However, English has been taught since elementary school, junior high school, Senior High School and additional courses. However, there are still many students who confused about how to use English. The solution, teacher makes the learning process as a new innovation by utilizing online media in the current situation. The simplest thing teachers can do is to use application that can conduct video conferences such as Zoom Cloud Meeting.

From the previous problems mentioned, the researcher conducted research with the title "Perception on Learning English Conversation through Zoom Meeting" with the purpose of finding out the perceptions of teachers and students

on learning English conversation: congratulating and complimenting in the Covid-19 situation.

Perception

Perception is process about how person understands data from an object or environment outside in order to respond to or be aware of that object or environment (Mokodompit R. N., Samola N. & Tuerah J. I., 2021). In addition, (Tania E. C., Liando N. & Maru M. G., 2018) stated that the perception is an impression formed by processing and integrating stimuli into a meaning. Other definition, (Silmi, 2016) said that perception is the interconnection of brain processes in understanding data in the form of stimuli which are then captured by the senses to be inferred and interpreted through messages and information. In line with (Tumbal S., Liando N. V & Olii S. T., 2021) stated that perception is a process that is preceded by sensing then a stimulus that has been received by a person or individual through receptors known as sensory organs. Hence, the perception is a response of a person or persons to an object in accordance with the situation or condition experienced by each individual. With the perception it will cause different responses to each individual.

Zoom Cloud Meeting

Zoom Meeting is a learning medium using video. The founder of the Zoom Meeting application, Eric Yuan, was inaugurated in 2011 whose head office is in San Jose, California. This application is not only used for learning but can be used for office and other matters. This platform is free so it can be used by anyone with a time limit of forty minutes and there is no time limit if our account is paid. In the Zoom Meeting application, we can communicate directly with anyone via video. Hence, it is suitable to use as a learning medium (Haqien & Rahman, 2020). Therefore, Zoom meeting is a medium learning application that can help communicate even though it is a long distance with various features in this application.

Congratulating and Complimenting

Congratulating is the activity expressing of congratulation. Congratulating is to give expression of congratulations to someone for their achievement, victory or special day. In line with (Kadir, 2017) stated that congratulation is an expression that we use to give congratulations to someone when succeed in doing something.

Compliment is a word of praise for someone or people as encouragement in order that they can keep it up doing their best and even improve their performance, Such as on daily basis, when someone has done his/her best, when you visit someone's house for the first time. And if you notice something new about someone's appearance (Utami, Zuliati, & Furaidah, 2017).

RESEARCH METHOD

To obtain data related to the problems, the researcher used quantitative method. Quantitative method is a systematic specification of phenomena or parts that occurred. In line with (Sugiyono, 2013) stated that the quantitative method is one type of research whose specifications are systematic, well-planned and clearly structured from the start to the making of the research design. This research was conducted at SMA N 1 Kotamobagu. The subject of the study was the first year students in the 2020-2021 academic year. The sample in this research was English teachers and 36 students of class X BINSUS A (X MIPA A) which consisted of 26 female and 10 male.

The researcher used techniques survey by distributing questionnaires. In addition, the researcher chose to use Google form as tool for data collection. The researcher used questionnaires as instrument. The statements in questionnaire were based on the sources and self made. The statement in the questionnaire consisted of 2 Parts. Part 1 is for English teachers which consisted of 15 numbers and Part 2 for students which consisted of 16 numbers. The researcher used Likert scale 5 points as questionnaire measurement scale, which the respondents have chose with options such as strongly agree, agree, neutral, and disagree and strongly disagree.

Validity

The researcher has measured the validity to show the validity of the instrument as research material. In line with (Arikunto, 1999) stated that Validity is a measure that shows the level of validity of a test or instrument. To measure the validity of the instruments used Microsoft Excel (Lestari oktaviani, 2019) with formula:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{(N \sum Y^2) - (\sum Y)^2\}}}$$

Description:

r   = Correlation coefficient between variables X and Y

$\sum X$ = The sum of the scores in the X distribution

$\sum Y$ = The sum of the scores in the Y distribution

n   =   Number of respondents

Reliability

Reliability shows the extent to which the measurement results can be trusted. The measurement results must be reliable in the sense that it must have a level of consistency and stability (Sumadi Suryabrata, 2004). Reliability tests have been carried out by researcher through Microsoft Excel used the Alpha Cronbach formula as follows:

$$r_{11} = \frac{k}{k-1} \; x \; \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

(Sumadi Suryabrata, 2004).

Description:

r_{11} = Alpha reliability coefficient

k = Number of items

$\sum S_i$ = Total score variance of each item

S_t = Total variance

After being tested for validity and reliability tests, the researcher used Microsoft Excel as a tool to analyze. In line with (Liando N. V., Sahetapi R. J & Maru M. G., 2018) stated that the data from the questionnaire were converted into numbers and then analyzed used Microsoft Excel. The data by using the percentage formula as followed:

$$P = F/Nx100\%$$

(Arikunto in Yuriawati, 2014: 81)

Description:

P = Percentage

F = Total number of respondent's Answers

N = Total number of all respondent

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FINDINGS AND DISCUSSION

Findings

Validity

In measuring the validity of the instruments, the researcher found that the results of the teachers and students instrument validity tests were valid, this was evidenced by the results of correlation coefficient (r count or rxy) were bigger than r table.

Reliability

In measuring the reliability of the instruments, the researcher has discovered that the results of the instruments were very reliable. The instruments have been declared very reliable because of the result of the Alpha reliability coefficient is bigger than Cronbach's Alpha Score. This is evidenced by the value of the reliability coefficient of the teacher's instrument test results obtained 1.03 and the reliability coefficient value of the student instrument test results obtained 0.81. From these results it can be said that the results of the teachers and students instruments reliability tests were very reliable.

Data analysis

In this section the results of the data analysis, as previously mentioned the researcher used the percentage formula in analyzing data. The results in analyzed data as followed:

Table 1. The results of the data analysis from teacher's perception

No	Statement	Percentage	
		A	D
1	Learning English conversation "Congratulation and compliment" through Zoom Meetings is very helpful in learning activities in the Covid-19 situation.	100%	0
2.	Learning English conversation "Congratulation and Compliment" through Zoom Meeting can make it easier for teachers to access and provide learning materials.	85,7%	14,3%
3.	Learning through Zoom Meetings can increase the knowledge of English teacher and Students regarding "Congratulation	100%	0

	and Compliment" English conversation.		
4.	Learning English conversation "Congratulation and Compliment" through Zoom Meeting is very easy.	100%	0
5.	Learning English conversation through Zoom Meeting can be done anywhere.	85,7%	14,3%
6.	The teacher is very enthusiastic in teaching students in the process of learning English conversation through Zoom Meeting.	57,1%	42,9%
7.	The teacher feels very concentrated in teaching English Conversation "Congratulations and Compliment" through Zoom Meeting.	42,9%	57,1%
8.	Teachers can provide explanations and objectives regarding the "Congratulation and Compliment" material to students well through Zoom Meetings.	100%	0
9.	The teacher feels that learning English conversation "Congratulation and Compliment through Zoom meeting is very fun	85,7%	14,3%
10.	The teacher felt that the students were very active in the process of learning English conversation "Congratulation and Compliment" through Zoom Meetings.	57,1%	42,9%
11.	Teachers have personal devices that support the process of learning English conversation through Zoom Meetings (e.g. Smartphone, Laptop, Internet Networks and WIFI)	100%	0
12.	Teachers received assistance from the government or other support during the English Conversation learning process through Zoom Meetings (e.g. provided computers/laptops, provided Internet networks and materials).	85,7%	14,3%
13.	The teacher doesn't experience obstacles such as running out of quota and other obstacles (for example, blackouts) in	14,3%	85,7%

No	Statement	Percentage	

| | | 85,71% | 14,3% |

learning English conversation through Zoom Meetings.

| 14. | English conversation material "Congratulations and Compliment" in the learning process through Zoom Meeting is well provided. | 85,71% | 14,3% |
| 15. | English conversation learning media "Congratulation and Compliment" through Zoom meeting is well provided. | 71,4% | 28,6% |

From results of the data above it can be said that as followed:

- 5 items of the teacher's questionnaire with percentages 100% and several other items almost 90% which means the process of learning English conversation is very helpful in learning activities.
- 85.7% teachers have chosen to disagree that they never experienced obstacles in the learning process through Zoom Meeting.

Table 2. The results of the data analysis from student's perception

No	Statement	Percentage	
		A	D
1	Learning English conversation "Congratulation and Compliment" through Zoom Meetings is very helpful in learning activities in the Covid-19 situation.	100%	0
2.	The process of learning English conversation through Zoom Meeting makes it easier for me to access learning materials.	80,5%	19,5%
3.	The Learning Process Through Zoom Meetings can improve my knowledge of "Congratulating and Compliment"	88,9%	11,1%
4.	The learning process in English Conversation "Congratulation and Compliment" is very easy through Zoom Meeting	75%	25%
5.	Learning English conversation through Zoom Meeting can be done anywhere.	80,5%	19,5%

6.	I'm very enthusiastic in learning English conversation about "Congratulations and Compliment" through Zoom Meeting.	78%	22%
7.	I'm very concentrated on learning English conversation through Zoom Meeting.	47%	53%
8.	I can understand well the material that has been taught "Congratulations and Compliment" through Zoom Meeting.	55,5%	44,5%
9.	I think learning English conversation "Congratulations and Compliment" through Zoom Meeting is fun	61%	39%
10.	I think it's very easy to submit assignments regarding "Congratulations and Compliments" through Zoom Meeting	94%	6%
11.	I can directly ask the teacher about English conversation in the learning process through the zoom meeting	92%	8%
12.	I have a device that supports the process of learning English conversation through Zoom Meeting (e.g. Smartphone, Laptop, cellular network and Wifi).	83%	17%
13.	I received support/assistance during learning English through Zoom Meetings (For example, getting Internet packages, being able to lend books, or getting other support during learning process)	89%	11%
14.	My parents or family can help me in learning English conversation through zoom meeting	69,4%	30,6%
15.	English conversation material "Congratulations and Compliment" in the learning process through Zoom Meeting is well provided.	69,4%	30,6%
16.	I did not experience any struggle/obstacles such as running out of data/internet and other obstacles in learning English	83,3%	16,7%

conversation "Congratulation and Compliment" through Zoom Meeting.

From results of the data above it can be said that as followed:

- 1 item of student's questionnaire with percentage 100% and some items with a percentage of almost 90% agree that the learning process through Zoom meeting is very helpful in learning activities.

- Few of students chose not to agree that they were very concentrated in the learning process through Zoom Meeting with a percentage of 53%.

Discussion

Based on the results of data analysis, teachers' perceptions in learning English conversation through Zoom Meeting that showed many of teachers have chosen positive responses in the process of learning English conversation through Zoom Meeting such as learning English conversation was very helpful in learning activities in Covid-19 situations. It can be said that learning English conversation through Zoom Meeting is very helpful for students and teachers as stated by (Zainal Abidin in Fitriyani Et al, 2020) that Zoom Cloud Meeting is a fairly effective medium. However, teachers have chosen to disagree that they never experienced obstacles in the learning process through Zoom Meeting with percentage of 85,7%. Even so, the benefit of using Zoom Meeting which can help students or teachers to practice English, make the teaching and learning process more effective, and facilitate lecturer or teacher-student interaction and communication, although this application also has several weaknesses (Suadi, 2021).

In addition, many students have responded positively about the process of learning English conversation through Zoom Meeting. It can be proven from the results of the data analysis which 1 item of student's questionnaire with percentage 100% and some items with a percentage of almost 90% agree. Most of students dominantly felt that learning using Zoom Meeting was very helpful in learning English (Suadi, 2021). Thus, it can be said that learning English conversation through Zoom Meetings is very helpful in learning activities in the Covid-19 situation which students can easily access material and can increase knowledge about English conversation. Although, few of them did not to agree that they were very concentrated in the learning process through Zoom Meeting with a percentage of 53%. However, Zoom Meeting have enabled them to access other supporting informative subject matter sources at the same time that they could study online but

facilities were also needed in this learning process such as supporting devices, good internet connection and government assistance to make the learning process more effective (Suadi, 2021).

One significant reason for the positive reception is the accessibility Zoom provides. Students could attend classes from the comfort of their homes, bypassing traditional logistical hurdles such as commuting or rigid scheduling. This flexibility allowed learners to engage with English conversation lessons at their convenience, making it easier for them to stay consistent in their learning journey. Moreover, the platform's interactive features, including screen sharing, breakout rooms, and chat functions, enriched the learning process. These tools enabled teachers to present materials effectively and create opportunities for collaborative activities, further solidifying the utility of Zoom in language learning contexts.

Despite these advantages, a notable portion of students 53%, according to Suadi (2021) reported difficulties maintaining concentration during Zoom-based classes. This challenge highlights the unique nature of virtual learning, where distractions from the home environment and the lack of a traditional classroom atmosphere can hinder focus. Additionally, "Zoom fatigue," a phenomenon stemming from prolonged screen time, likely contributed to decreased concentration levels among students. This limitation points to the need for strategies that can boost student engagement, such as shorter sessions, frequent breaks, and interactive activities designed to capture attention. Another key advantage of Zoom is its ability to provide access to additional resources during live sessions. Students could simultaneously explore other informative materials, enhancing their understanding of the topics discussed. This dual benefit of live interaction and resource exploration made the learning process more dynamic and comprehensive. However, the effectiveness of such features depends on the availability of essential infrastructure. As Suadi (2021) emphasized, successful Zoom-based learning requires reliable devices, stable internet connections, and, in some cases, external support, such as government assistance. The absence of these critical components can hinder students' ability to participate fully, exacerbating educational inequalities.

The findings also bring to light the importance of external support in optimizing the virtual learning process. Government initiatives to provide technological resources, such as affordable internet packages, devices, or subsidies, can significantly enhance the inclusivity and effectiveness of online education. Institutions should also focus on digital literacy training to ensure that both students and teachers can navigate the platform efficiently. Learning English conversation through Zoom meetings has proven to be an effective solution during the COVID-19 pandemic, offering accessibility, flexibility, and diverse learning opportunities. While students generally responded positively, challenges like

concentration issues and infrastructural requirements highlight areas for improvement. By addressing these limitations and building on the strengths of virtual platforms, educators and policymakers can continue to refine online learning methods, ensuring that they remain an integral part of the educational landscape.

The findings from the research on learners' perceptions of learning English conversation through Zoom meetings provide critical insights into the evolving dynamics of virtual language learning. This mode of instruction, accelerated by the COVID-19 pandemic, has significantly influenced learners' attitudes, engagement, and outcomes. The discussion explores several key dimensions: accessibility, interactivity, learning engagement, challenges, and implications for future language instruction.

Accessibility and Flexibility

One of the predominant themes in learners' perceptions was the increased accessibility and flexibility afforded by Zoom-based learning. Students appreciated the ability to attend classes from anywhere, which was particularly advantageous for those in remote areas or with other commitments. This convenience reduced the time and cost associated with traditional in-person classes. For instance, learners who previously faced logistical barriers such as travel expenses or scheduling conflicts reported feeling empowered to participate more consistently. However, this accessibility also highlighted disparities in technology access. Participants without stable internet connections or modern devices faced difficulties, emphasizing the need for equitable access to technology in digital learning environments.

Interactivity and Communication

Zoom's features, such as breakout rooms, chat functions, and video conferencing, were largely seen as beneficial for fostering interaction. Learners perceived these tools as useful for facilitating group discussions and one-on-one conversations, replicating some aspects of face-to-face classroom dynamics. Breakout rooms were particularly effective for small group activities, allowing students to practice conversational English in a less intimidating setting. However, the virtual format sometimes hindered natural communication due to technical glitches or the lack of non-verbal cues, such as facial expressions and body language, which are crucial in language acquisition. Some students felt that this limitation impacted their ability to fully grasp conversational nuances, emphasizing the need for instructional strategies that compensate for these gaps.

Learning Engagement and Motivation

Engagement was another critical factor shaping learners' perceptions. Many participants reported that Zoom meetings encouraged active participation through multimedia presentations, real-time quizzes, and interactive activities. These elements kept learners motivated and aligned with the conversational focus of the course. Instructors who utilized diverse resources, such as videos, online games, and collaborative tasks, were more successful in maintaining student interest. However, engagement levels varied depending on the learners' individual circumstances. Some participants struggled with distractions in their home environments, while others reported feeling isolated due to the lack of a physical classroom community. These findings suggest that maintaining learner engagement in virtual settings requires a careful balance of interactivity and personalization.

Challenges and Limitations

Despite its advantages, learning English conversation through Zoom meetings also presented significant challenges. Technical issues, such as poor audio quality, lagging connections, and software malfunctions, were common complaints among participants. These problems disrupted the flow of conversations and often left learners feeling frustrated. Additionally, the reliance on digital communication sometimes led to a phenomenon known as "Zoom fatigue," where prolonged screen time caused mental exhaustion and reduced productivity. Another limitation was the variability in learners' digital literacy. While some students were adept at navigating Zoom's features, others struggled to use the platform effectively, indicating a need for technical training before implementing such programs.

Moreover, the absence of physical interaction in Zoom meetings raised concerns about the authenticity of language practice. Participants noted that virtual conversations lacked the spontaneity and cultural context that are often present in face-to-face interactions. This limitation made it harder for learners to develop a natural speaking rhythm and adapt to real-world conversational scenarios. Some participants also expressed feelings of self-consciousness when speaking on camera, which inhibited their willingness to participate fully. These findings highlight the importance of creating a supportive and encouraging online environment to mitigate such challenges.

Implications for Teaching Practices

The findings underscore the need for innovative teaching practices that leverage Zoom's strengths while addressing its limitations. Instructors must adopt a learner-centered approach, focusing on strategies that enhance interaction, engagement, and practical application. For instance, incorporating role-playing activities, cultural simulations, and peer feedback sessions can make virtual

conversations more dynamic and realistic. Teachers should also provide clear guidelines and technical support to help students navigate the platform confidently.

Additionally, integrating asynchronous elements, such as recorded lectures and discussion forums, can complement synchronous Zoom sessions. These resources allow learners to review materials at their own pace, reinforcing their understanding of conversational skills. Furthermore, instructors should consider the psychological aspects of online learning, such as reducing screen fatigue by scheduling regular breaks and promoting a positive class atmosphere to alleviate camera-related anxiety.

Broader Implications for Language Learning

The findings also have broader implications for the future of language education. The shift to online platforms like Zoom has demonstrated the potential for hybrid learning models that combine the best aspects of virtual and in-person instruction. Such models can provide learners with greater flexibility and access to diverse teaching methods, fostering a more inclusive approach to language education. However, the success of these models depends on addressing the structural challenges identified in this research, including technological barriers and the need for enhanced teacher training.

From a pedagogical perspective, the findings suggest that language educators must adapt their methodologies to suit the digital landscape. This includes rethinking traditional classroom practices, such as lecture-based teaching, and embracing interactive, technology-driven approaches. By doing so, educators can create more engaging and effective learning experiences that meet the needs of today's learners.

Learner Perspectives on Future Improvements

Learners in the study expressed several suggestions for improving Zoom-based English conversation classes. Many advocated for smaller class sizes to facilitate more personalized instruction and active participation. Others recommended the use of supplementary tools, such as language learning apps and virtual reality platforms, to enhance the conversational experience. Additionally, participants emphasized the importance of cultural exposure in language learning, suggesting that classes include guest speakers, virtual field trips, or collaborative projects with native speakers to provide a richer context for conversational practice.

Another suggestion was the integration of supplementary tools to complement Zoom sessions and enhance the overall learning experience. Language learning apps, such as Duolingo or Quizlet, can provide learners with additional practice in vocabulary and grammar, while interactive platforms like Kahoot or Padlet can

make classroom activities more engaging. Virtual reality (VR) platforms were also highlighted as a potential tool for creating immersive environments. For instance, learners could practice ordering food in a simulated restaurant or navigating a virtual airport, providing realistic scenarios to develop their conversational abilities. These tools not only enhance interactivity but also allow learners to experience authentic language use in simulated real-world contexts.

Cultural exposure was another significant area of emphasis among learners. They expressed a strong interest in incorporating cultural elements into Zoom-based classes, recognizing that language and culture are deeply interconnected. Suggestions included inviting guest speakers who are native English speakers to share their experiences and insights, which would provide learners with authentic language exposure and an understanding of cultural nuances. Virtual field trips, such as online museum tours or visits to famous landmarks, were also proposed as creative ways to connect language learning with cultural exploration. Collaborative projects with native speakers, such as language exchange programs or joint assignments, were seen as valuable opportunities for learners to practice conversational English while gaining firsthand insights into different cultures.

These suggestions point to the need for a multifaceted approach to designing Zoom-based English conversation classes. By incorporating smaller class sizes, leveraging supplementary tools, and emphasizing cultural exposure, educators can create a more holistic and engaging learning experience. Such improvements would not only enhance learners' conversational skills but also foster their confidence and appreciation for the cultural contexts in which the language is used. Addressing these recommendations can significantly elevate the quality of online language education, making it both effective and enjoyable for learners.

CONCLUSION

Teacher's Perceptions on learning English conversation through Zoom meeting is very positive. This is evident from the fact most of teachers were greatly helped by learning English conversation through Zoom meeting in the Covid-19 situation; teachers can easily provide and access learning materials through Zoom meeting, and teachers have devices that supported on learning process and assistance from the government. However, many teachers have disagreed that they have never experienced obstacles in process of learning through Zoom Meeting. Students 'perception on learning English conversation through Zoom meeting is very positive. This is proven by most of students were greatly helped by learning English conversation through Zoom meeting. Students can easily access learning materials through Zoom meeting, students are very enthusiastic in the learning process, and students could easily submit assignment and asked questions to the

teacher. Based on the conclusions that have been previously described, researchers can provide suggestions such as the following: To help students improve their learning English conversation, teachers may use Zoom Meeting. Students to study at home more seriously with the material given by the teacher. For other researchers, this research can be used as a reference or guideline for conducting further research.

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