CONVERSATION TRAINING FOR STUDENTS OF SMAN 1 PAITON THROUGH ZOOM MEETINGS

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Abstrak

Kemampuan berkomunikasi dalam bahasa Inggris adalah suatu keahlian yang penting di zaman global. Namun, para siswa di SMAN 1 Paiton masih menghadapi tantangan dalam pengucapan dan memiliki keterbatasan kosakata bahasa Inggris. Salah satu alasan terjadinya hal ini adalah kurangnya latihan berbicara dalam bahasa Inggris sehari-hari. Program pelatihan ini dirancang untuk memperbaiki kemampuan berbicara bahasa Inggris dengan cara yang tepat menggunakan metode percakapan melalui Zoom Meeting. Pelaksanaan program ini mencakup sesi pelatihan yang menyentuh aspek teori dan praktik. Latihan akan dilakukan dalam enam kali pertemuan, masing-masing berdurasi 30 menit. Evaluasi akan dilakukan melalui presentasi singkat. Diharapkan program ini dapat berkontribusi positif terhadap peningkatan kemampuan berbicara siswa di tingkat Sekolah Menengah Atas.

Kata kunci: Kemampuan Berbicara, Sekolah Menengah Atas, Zoom Meeting

Abstract

The ability to communicate in English is an important skill in this global age. However, students at SMAN 1 Paiton still face challenges in pronunciation and have limited English vocabulary. One reason for this is the lack of daily practice in speaking English. This training program is designed to improve English speaking skills in an appropriate manner using the Zoom Meeting conversation method. The program includes training sessions covering both theoretical and practical aspects. The training will be conducted in six sessions, each lasting 30 minutes. Evaluation will be conducted through short presentations. It is hoped that this program will contribute positively to improving the speaking skills of high school students.

Keywords: Speaking skill, Senior High School, Zoom Meeting

INTRODUCTION

English is a very important skill for high school students because it serves as a global language for obtaining information, continuing education, and getting a job. However, many high school students face real challenges in their speaking skills, which can be seen from the way they express ideas fluently, their understanding of active vocabulary, and their level of confidence when speaking (Mega & Sugiarto, 2020).

The problems found at SMAN 1 Paiton that form the background to this activity include: (1) a lack of opportunities to practice speaking intensively and continuously outside of official learning hours; (2) a tendency for learning methods to still be teacher-centered, so that speaking practice is limited; (3) anxiety in communicating and low self-confidence; and (4) limited access to or variety of media in face-to-face learning due to certain conditions (e.g., pandemic or limited facilities). The same situation was also found in various studies that identified technical and motivational obstacles and a lack of time to practice as factors that hindered the development of students' speaking skills (Khotimah, 2022).

In recent years, synchronous online learning using platforms such as Zoom Meeting has become quite popular and an effective alternative to overcome face-to-face limitations. Research using quantitative and qualitative approaches shows that the use of Zoom in speaking instruction can increase oral participation, provide more "talk time" opportunities, and enable the use of breakout rooms for structured conversation practice ((Hidayat, 2022); (Jesika et al., 2022); (Rojabi & Praptika Septi Femilia, 2023)). However, the effectiveness of this platform depends on how interactive activities are designed, training in using its features, and strategies for overcoming technical and motivational obstacles.

A review of previous relevant community service and research confirms the importance of online speaking training programs. Examples of successful PKM activities using zoom to train speaking skills show an improvement in participants' communication skills, especially when the activities are designed with a practical approach, conducted repeatedly, and accompanied by direct feedback. In addition, several field studies highlight the importance of non-technical factors, such as strategies to increase participants' confidence and techniques for managing virtual classrooms to make interactions feel more natural.

There are several things to consider when designing conversation training via Zoom, including issues of technological inequality access to equipment and internet connection, time management and participant attendance, and the design of activities that can reduce anxiety when speaking, such as practice pairs and gradual role-playing. An evaluation system also needs to be developed to combine measurement of ability and formative feedback. In addition, teachers' and students' views on the effectiveness of zoom can affect the sustainability of the program therefore, the role of the supervising teacher as a facilitator is crucial to ensure sustainable practices in schools.

Based on the background and findings of previous research or community service, conversation training via zoom at SMAN 1 Paiton was designed to provide a regular practice space that is psychologically safe and sustainable through the participation of supervising teachers and activity modules that can be applied in schools. It is hoped that this program will not only improve linguistic aspects, such as fluency, accuracy, and vocabulary, but also affective aspects, including confidence and motivation to learn. Previous studies have provided empirical evidence that similar interventions can improve speaking skills if their implementation takes into account instructional design, technical support, and continuous evaluation.

Some of the objectives of this study are: 1) to improve the English-speaking skills of students at SMAN 1 Paiton through a series of online training sessions using Zoom Meeting; 2) to increase students' confidence when interacting verbally in English; 3) to train teachers to manage online conversation activities and integrate training modules into the regular learning process; 4) to produce a Zoom-based conversation training guide module that can be reused and adapted by other schools.

METHOD
Community Service Activities

This activity uses qualitative methods to explore students' speaking abilities and design solutions that suit their needs. This method was chosen because the activity aims not only to improve speaking skills, but also to understand the context, learning experiences, obstacles faced by students, and interactions that occur during training via Zoom Meetings. Data was collected through direct observation, which included monitoring student participation, reactions, and communication patterns during training in the main room and breakout rooms. These observations helped identify difficulties faced by students, such as pronunciation, fluency, confidence levels, or technical issues that interfered with the learning process.

Furthermore, this method also involved semi-structured interviews with students and supervising teachers to find out their views on the effectiveness of Zoom as a medium for practicing speaking, the convenience of online communication, and the changes in their abilities after several training sessions. The interviews were conducted online and recorded for further analysis. Additional data was obtained from field notes taken by the service team during the activities, which included the dynamics in the virtual classroom, technical issues, and strategies that successfully increased participant engagement.

The data analysis process was carried out using data reduction, data presentation, and conclusion drawing techniques, which are common in qualitative methods. Data from observations, interviews, and field notes were grouped into themes such as speaking participation, student responses to training methods, obstacles to learning, and changes in communication behavior. The results of this analysis were used to identify appropriate intervention strategies, such as improving the design of conversation exercises, reorganizing group settings in breakout rooms, increasing the frequency of feedback, and providing additional materials for students who needed them. In this way, the qualitative approach not only serves to identify problems comprehensively, but also forms the basis for continuously adjusting the training program so that the solutions provided are truly relevant to the needs of students.

RESULTS AND DISCUSSION
Results
        English speaking training for students at SMAN 1 Paiton conducted via Zoom Meeting showed improvements in the quality of verbal interaction and emotional aspects (confidence and willingness to communicate), increased speaking time per student in small sessions (break rooms), improved teacher ability to manage online classes, and technical issues (connection, devices), as well as uneven participation. These results were analyzed qualitatively through observation, semi-structured interviews with students and teachers, field notes, and recordings from Zoom sessions.

Table 1. Summary of Key Findings from Conversation Training through Zoom Meetings

No	Category Findings	Findings in Program Implementation
1.	Affective Aspects	Anxiety when speaking has decreased. Students' self-confidence has increased. Students demonstrate courage to initiate conversations.
2.	Comfort and Interaction Dynamics	Breakout rooms create a more comfortable practice environment. Students feel less afraid of being judged by their classmates. Pair practice makes students more relaxed when speaking.
3.	Increased Speaking Time	The duration of speaking time has increased significantly in small groups. Dominance by some students has decreased. Participation has become more balanced among all participants.
4.	Development of Linguistic Ability	Speaking fluency has increased due to frequent practice. Active vocabulary usage has increased. Students are more confident in providing spontaneous responses.
5.	Effectiveness of Training Design	Repeated drills and organized practice help strengthen speaking skills. Immediate feedback from the instructor accelerates the improvement process. A combination of targeted activities supports overall performance improvement.

Discussion
        The implementation of the speaking training program via Zoom Meeting revealed several qualitative findings that confirmed the success of this approach in improving the speaking skills of students at SMAN 1 Paiton. One of the important findings was a decrease in speaking anxiety and an increase in student confidence, which could be seen from changes in communication behavior during the sessions. This was reflected in the students' increased willingness to initiate conversations, try new language structures, and participate without being asked directly. These findings are in line with Andewi & Trinovita, (2024) research, which shows that well-designed virtual classrooms can create a safer and less stressful learning environment, thereby reducing speaking anxiety and increasing student participation. The participants' narrative analysis in this activity also emphasized that the use of breakout rooms and pair work activities provided a more comfortable atmosphere for students to practice without feeling afraid of being judged by the whole class this is consistent with Khotimah, (2022) findings, which reported students' positive attitudes toward the use of Zoom as a medium for developing speaking skills.
        The second finding relates to the effectiveness of breakout rooms in increasing speaking time. Field observations revealed that each student's speaking time increased significantly when they were in smaller groups, because such settings reduce the dominance of a few students and allow more balanced participation. This aligns with research on online synchronous learning: for example, Zayas et al., (2022) describe how structured dialogues in Zoom meetings encourage participants to speak their truth and share lived experiences in a safe space. Although their study was not specifically about language teaching, it demonstrates how well-designed small-group online conversations can foster deeper engagement. On the other hand, Susanto, (2017) points out the importance of well-matched

cognitive demands in online language-related tasks, noting that mismatches between students' vocabulary levels and comprehension materials can hinder active participation. Thus, small group–based training in breakout rooms may effectively mitigate the "one dominant, many passive" pattern often found in language teaching, both face-to-face and online.

Furthermore, this activity also indicates an improvement in functional linguistic competence, particularly in terms of fluency, active vocabulary use, and the courage to respond spontaneously. This improvement is influenced by the training design, which combines repetitive exercises, structured practice, and direct feedback from the instructor. These results are in line with recent literature: for example, Mustafa et al., (2022) found that using Zoom in online classroom action research significantly improved EFL students' speaking aspects including fluency, vocabulary, and speaking competency through cyclical practice and scaffolded feedback. Moreover, Gonzalez-Torres et al., (2022) reported that online feedback in EFL speaking classes was perceived positively by students and teachers, emphasizing that timely and personalized feedback supports students' willingness to speak more in virtual environments. In line with this, Sunjayanto Masykuri, (2023) demonstrated that integrating video resources in Zoom sessions enhanced speaking performance by providing repeated exposure, immediate corrective input, and opportunities for self-reflection, thereby fostering more effective improvement than large traditional classes.

CONCLUSION

The English Conversation Training program conducted through Zoom Meetings at SMAN 1 Paiton proved effective in enhancing students' speaking abilities, particularly in terms of fluency, pronunciation accuracy, and active vocabulary use. The structured online environment helped reduce students' speaking anxiety and boosted their confidence to participate more actively. The use of breakout rooms significantly increased individual speaking time and ensured more balanced participation among students.

In addition, the program strengthened teachers' skills in managing virtual learning and utilizing Zoom features, although several technical challenges such as unstable internet connections and limited devices were still encountered. Overall, zoom functions as an effective platform for speaking practice when supported by well-designed interactive activities and sufficient technical preparation.

ADVICE

Based on the training results, several recommendations can be made for the development of future activities. First, optimizing the use of breakout rooms is considered necessary because it has been proven to increase speaking time and student participation. Second, it is hoped that schools can improve technical support, particularly in terms of internet connectivity and device availability, so that training can run more effectively. Furthermore, teachers need ongoing training on virtual classroom management and conversation-based learning strategies so that the program can run independently. In addition, the training material should be expanded with real activities such as role-play and thematic discussions to support students' fluency and confidence. The program should also pay special attention to students who still experience anxiety when speaking through guidance or paired practice. Finally, it is recommended that future research use a quantitative or mixed-method approach to measure improvements in speaking skills more objectively and comprehensively.

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