

# Lecturer's Voice of Teaching Speaking through Zoom Meeting Platform: A Narrative Study in Banjarmasin

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**Abstract:** Speaking is one of the English skills that support communication in class. Lecturers must be able to convey and explain the material to students, and students should also be active in sharing ideas, and information, and engaging in positive argumentation. In this digital era, lecturers build students' speaking skill flexibility by conducting online teaching processes. One of the online platforms for teaching the skill is Zoom meetings. It offers some features that facilitate online communication between lecturers and students: synchronous audio and video conferencing. In the teaching process using Zoom meetings, the lecturer undoubtedly experiences and faces various situations. Therefore, in this qualitative research, which emphasizes a narrative design, the researcher investigates an English lecturer's experiences through classroom observation and interviews. Moreover, all the research activities were carefully and systematically documented. The final stage is data analysis using a coding system and interpreting the analyzed data to derive meaningful research outcomes. This research proved the features of the Zoom meeting: share screen, whiteboard, and breakout room support the teaching and learning of speaking. However, the lecturer also finds a connection problem. It means that the use of Zoom meetings in the class should be equipped with a good internet connection.

**Keywords:** speaking skill, Zoom Meeting, narative design

## INTRODUCTION

In the English learning process, particularly associated with speaking skills, a communication activity happens between the lecturer and students or among students themselves. Lecturers should be able to convey the material effectively and build communication with students concerning the point being taught. According to Menggo (2021), students also must be able to present their ideas, conduct a sharing, or engage in argumentation. Similarly to Nadezhda (2020), speaking is an important skill that provides an opportunity for students to communicate, specifically in their study or work activity. Similarly, moreover, Daud and Rama (2021) reported that when lecturers build

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communication with students or students with other students, it means they are producing and understanding a language. Therefore, speaking skills are extremely important.

Building students' speaking skills in the digital era has become highly flexible. The lecturer can do it anytime and anywhere by using digital platforms, one of them is Zoom Meeting. This learning platform has several features that make it easier for lecturers and students to communicate online, namely synchronous audio and video conferencing (Siregar et al., 2023). Moreover, Jauregui et al. (2012, as cited in Vurdien 2015) stated that through video conferencing, teachers can apply practice to continuously build students' motivation and speaking skills. Additionally, according to Tran (2021, as cited in Siregar et al., 2023), the platform is a combination of cloud video conference, Online meetings, group chat, and a software-defined conference room option. Furthermore, Wasehudin and Anshori (2021) stated that Zoom Meeting is an application that is often used by educators for online classes. It provides long-distance communication media equipped with patterns and combines video conferencing and online meetings. It indicates that the teaching and learning process occurs through video conferences or Zoom meetings without limitations of time and place.

According to Abdillah (2020, as cited in Siregar et al., 2023), as one of the platforms for supporting the lecturer in building students' speaking skills, the Zoom meeting has several advantages: first, it is easy to use, the student who wants to join in the class just by using the link or a number and password that are given by the lecturer. Second, the teaching and learning process can be conducted anytime and anywhere, Third, the premium Zoom offers a long time so that it can adjust to the learning time provision. Fourth, the lecturer can explain the material, and conduct questions and answers, or the students can present something and discuss it together. The last one is a cloud Zoom meeting. These features practically, provide a room for community-based talks. Moreover, Korman (2020, as cited in Guci and Siahaan 2021) points out the feature of Zoom meetings that can be utilized by the lecturer, because Zoom meeting is a media video-conferencing application that supports the process of communication remotely with other people either video or audio-only, or both while conducting live chats, then the owner be able to record the process of communication. However, the user of Zoom meetings can only conduct meetings via the Internet by using a computer, laptop, tablet, or mobile phone. Furthermore, Haqien and Rahman (2020, as cited in Guci and Siahaan 2021) describe that the Zoom meeting platform can support the teaching and learning process through video and other features, but it can only be accessed by the user via the internet using tablets, computers, or other mobile phones.

The statements above indicate that Zoom Meeting provides several features that enable the interaction and communication between lecturer and student or among students themselves. In other words, a lecturer can employ this platform to build the students' speaking skills through the features and flexibility. However, Zulu et al. (2021) state that Zoom meeting also is not perfect teaching media. Some challenges may hinder the learning process: lecturers must have a paid account, this may not be a problem for the lecturer provided with such facilities, but for those who have to purchase it by themselves, it could be burdensome. In addition, the use of Zoom meetings requires a reliable internet connection, whereas not all students have internet quality that supports learning activities. Suryati and

Dewi (2024) proved that teaching speaking using Zoom meeting have challenges due to the internet network/signal problem, which must be stable and strong.

This research topic has been widely conducted, for example, by Dharmawati (2022) in her study titled *Zoom Application as Teaching Media to Improve Students' Speaking Skill*. This classroom action research combined both qualitative and quantitative methods, involving 25 second-semester informatics students. The results of the study reported that the use of Zoom meetings as a teaching medium significantly helped lecturers in teaching speaking skills. Additionally, even though practice-based speaking skill lessons were conducted online using Zoom Meeting, students' speaking skills still showed improvement.

Furthermore, Nurchintyawati et al. (2023) also conducted research entitled *Exploring Teachers' Perception and Experience of Teaching English Speaking Skills Through Virtual Meetings in Higher Education*. In this research, the researcher investigated twelve teachers who taught speaking skills using virtual meetings, such as Zoom meetings. This research indicated that Zoom meeting has beneficial features for teaching speaking: breakout room, recording, and screen sharing. Nevertheless, all the participants expressed that the Zoom meeting platform also has a minus, but it is not explained in detail by the participants. The participant adds that the teacher's creativity is an essential point in the process of teaching using Zoom meetings.

The last research entitled *Zoom as a Teaching Tool to Enhance Students' Listening and Speaking Skills: Teachers' and Students' Perceptions* by Akanda dan Suchona (2024). The qualitative research involved five English language teachers and fifteen undergraduates of the English Departments from three private universities based in Dhaka, Bangladesh. The researcher collected this research data by distributing seven open-ended items that were sent using email. Moreover, the researcher also interviewed the participants in online mode. The result of the research shows that the teacher and the student face many problems in the teaching and learning activities: Power outages, unstable internet, unavailability of devices, lack of concentration, and buffering. Based on the data collected, students' listening skills have improved, while listening skills have not because there are many challenges faced to build this one skill. Therefore, the participants agree that for learning English: Speaking skills, the use of the Zoom Meeting platform can be recommended or support learning activities. However, listening skills require extra effort.

To obtain a deeper understanding of the use of Zoom meetings in developing speaking skills, the researcher investigated an English lecturer at a University in Banjarmasin. It can be a reference for another lecturer and also for the future researcher who conducts a similar research topic. Basically, this study has similarities with previous research, namely the context of the discussion about Zoom meetings and speaking skills. However, this study also has significant differences, because in terms of place, this research was conducted in Banjarmasin where culture and environment must be different from the place in the previous study.

## METHOD

The qualitative method was applied to investigate the human learning experience. Furthermore, the researcher used Narrative design to explore the lecturer's voice of teaching

using through Zoom Meeting Platform. According to Clandinin and Connelly (1990), a narrative is a study of lived experiences, such as schools, organizations, or clubs. To gather the relevant data, the researcher provided an interview guide containing some questions for the lecturer. The study was carried out for about six months in higher education in Banjarmasin.

The research participants were carried out purposefully by using a purposive sampling technique. S.R.Myneni (as cited in Thomas, 2022) stated that purposive sampling is a technique for selecting the participant based on those personal characteristics that are currently the subject of data gathering. The number of participants in this study is also only one lecturer in English Education because looking at the existing conditions he often carries out the learning process with Zoom meetings and the learning goals are well achieved, besides that this study also applies a narrative design to find out about the participants' experiences while teaching using Zoom meetings which according to some lecturers have many obstacles, But he actually taught very well and all the material was delivered well which had an impact on quality learning output. Although it is undeniable that he also faces several problems, it's just that he has the best way to solve them. In this research, the participant was recruited according to specific criteria: the willingness of the participant to take part in the study, and his status as an English Education Department lecturer who had previously used the Zoom meeting application to teach speaking skills. To determine the suitability of potential participants, the researcher conducted a preliminary observation via phone.

The data on challenges and solutions of incorporating technology is based on the experiences of an English lecturer collected by direct observation and interview process. The first step is observation: the researcher permits the lecturer to watch the teaching English course, specifically about speaking skills. Furthermore, the researcher interviewed the lecturer to ask some questions based on a pre-prepared interview guide. The objective of this research actually is to explore the lecturer's experience of using Zoom meetings in teaching speaking, specifically the lecturer's strategy to solve the problem.

In addition, all the data was analyzed by coding process: thematic analysis was conducted on all of the collected data, with a focus on organizing it according to the interview questions posed to the participant. These questions pertained to the participant's perception of problems associated with teaching via the Zoom application, as well as her strategies for addressing such issues. The data was carefully reviewed, and initial codes were assigned to each interview based on their content. Similar codes were subsequently merged, with themes being developed for each round of interviews.

## RESULTS

The lecture told his experience of overcoming the connection problem in teaching speaking through Zoom meeting into the response sheet of interview. He considered that technically she could not overcome the connection problem, but he tried to apply some strategies when he had the problem in the process of teaching speaking through Zoom meeting. All the

experience elaborated on those main points based on the result of interview on the table below.

Table 1. Lecturer' voice of teaching speaking using Zoom meeting platform

Category	Questions	Response
		Result of Coding
<b>Experience of teaching speaking using Zoom meeting application</b>	1) How do you think about applying zoom meeting application in teaching speaking?	<i>It gives me many tools or features that I can use in teaching speaking skill</i>
	2) How do you think about delivering the materials or speaking practice through Zoom meeting application?	<i>Zoom has many supporting tools for teacher in teaching online. Zoom is already equipped with virtual white board for teachers if they want elaborate something for the students Zoom also have tool namely breakout room. for speaking practice, sometimes it could not run perfectly because of some problems, such as internet connection.</i>
	3) How do you think about the difficulty of using Zoom meeting application in teaching speaking?	internet connection: in the process of teaching speaking, especially practicing, the sound of students could not be listened clearly or the suddenly the video will stop. It causes the learning process could not run systematically and completely.
	4) How do you overcome the problem of teaching speaking using Zoom platform?	I should be creative one to conduct the teaching speaking process. So, I tried to apply some strategies: I divide the learning process to be two sessions, first I would use Zoom meeting application, then I would continue by using WhatsApp application or giving assignment through Google Classroom. For the speaking practice, I always suggested the students to deliver their speaking skill through the short topic, so they only have one or two minutes only for speaking. Therefore, all students would have part for speaking practice

Based on the findings, the lecturer of teaching speaking using Zoom meeting application: firstly, the lecturer's perception of applying Zoom meeting in teaching speaking Process According to the lecturer, Zoom meeting application is one of the important media for teaching in online mode. It has some tools that can support him to conduct speaking classes. Secondly, the lecturer's experience of delivering speaking material and conducting speaking practice through Zoom meetings. Thirdly, the lecturer explained that sending material for speaking on the Zoom meeting application was not difficult, the user could utilize some features of the application such as a shared screen, whiteboard, and break-out

room. However, speaking practice could not run well because of connection problems related to the internet connection. The problem of teaching speaking using Zoom meetings. The most general problem of teaching speaking through Zoom meetings is the internet connection. It causes the sound of students not to be heard clearly or the Zoom meeting would stop suddenly. Nevertheless, the lecturer's strategy for facing the internet connection problem in teaching speaking through the Zoom meeting application is to divide the learning process into two sessions: First is delivering or explaining material through a shared screen on the Zoom meeting application. The second is conducting discussions through the WhatsApp application or giving assignments on Google Classroom. Then, providing the opportunity for the student to deliver their speaking skill by talking or talking about a topic within a limited time, a minimal 1 or two minutes. Therefore, the students can only select a specific topic within a short time.

## DISCUSSION

The present study narrated the lecturer teaching' experience of overcoming the internet connection in speaking class. The experience delivered based on the interview questions that elaborated into four main points: the lecturer's perception of applying Zoom meetings in the speaking class, the lecturer's experience of delivering speaking material and conducting speaking practice through Zoom meetings, the lecturer's problem of teaching speaking using Zoom meeting, and the lecturer's strategies of facing the internet connection problem in teaching speaking through Zoom meeting application. The results of the present study indicated that the use of the Zoom meeting application in the speaking class very supports the teaching process. This description is in line with Daud' and Rama's result study (2021) about the Effect of Using the Zoom Conference System on Students' Speaking Skills. Their quantitative research finding revealed that the Zoom conferencing strategy has a noteworthy impact on students' Speaking Skills. Therefore, the students had more chance chances to improve their language skills, especially speaking skills, independently. The study supported mine that the Zoom meeting application influence student's speaking skills. However, my research method used qualitative research with a narrative design to listen carefully about the participant's experience and it would be data for supporting the result of this research. Moreover, my research participant is the lecturer and only one lecturer.

The second point of this research is the lecturer's experience of delivering speaking material and conducting speaking practice through Zoom meetings. Participants of this study say that teaching speaking material through the Zoom meeting application is not difficult, because this application has been equipped with some supported tools which ease the lecturer to explain the material. However, during the speaking practice session, the lecturer could not conduct the activity perfectly because of an internet connection problem. The previous research of Hidayat (2022) showed that the Zoom Application can be used to determine the effect of students' speaking ability. His research also provides a theory of Nadezhda (2020) that one of the technologies often used today is the online video conference application via Zoom Meeting, which functions as a communication tool that, according to educators or teachers, is easier to use than another online video conference. It means that the



Zoom meeting application eases the learner and the teacher to build a learning and teaching process, therefore the student's speaking ability also improves.

Furthermore, related to the point of the problem of teaching speaking using Zoom meetings, the lecturer explained that actually internet connection is the most general problem that she faces in teaching speaking class. The voice sometimes could not listen clearly or the Zoom meeting video would stop suddenly. Menggo (2021) researched to investigate the problem of teaching speaking classes using the Zoom meeting application. His research supported my results of research. Based on the qualitative and quantitative analysis, university students had a positive perception of using Zoom. However there were several obstacles that hampered the application's execution: the most crucial point was about 63.6%, internet network stability. Nevertheless, the lecturer should be creative in teaching speaking classes. Therefore, she applied some strategies to overcome the internet connection problem when it happened in the process of teaching speaking, she divided the learning process into two sessions: First is delivering or explaining material through a shared screen on the Zoom meeting application. The second is conducting discussions through the WhatsApp application or giving assignments on Google Classroom. Providing the opportunity for the student to deliver their speaking skill by talking or talking about a topic with a limited time, a minimum of 1 or two minutes. Therefore, the students can only select a specific topic within a short time.

Moreover, Zulu et al. (2021) proved that one of the problems in the learning process using Zoom meetings is the network: the network in each area is different. Therefore, she applied strategies such as combining other technologies or sharing through websites or WhatsApp groups. Furthermore, Dantes et al. (2022) explained that an unstable connection is a problem in teaching using Zoom meetings. Lack of internet connection and time causes the lecturer difficult to build the student speaking skills (Herdiansyah and NurFajriah, 2022). It is in line with Rahman et al. (2022), the main problem using Zoom meetings in learning was about internet connection: the student could not catch some of the material explained by the lecturer. Additionally, Nurchintyawati et al (2023) also presented that the problem of using Zoom meetings in the speaking class is about the poor connection to the internet.

The discussion above showed that the present research of overcoming the problem of internet connection has similarities to some previous research or the present research of mine is supported by some previous research. Based on the results of all research indicate that the use of Zoom meeting applications in speaking classes creates a pleasant and challenging class. Moreover, it supported the integration of technology into the teaching and learning process. Related to the problem of internet connection in the process of teaching through the application, it encourages the lecturer to become more critical and creative: creating the solution by applying some strategies to overcome the problem.

## CONCLUSION

The use of digital-based learning media in speaking classes is very important. This greatly supports the creativity of teachers and their ability to use technology in the learning process, making the concept of learning more diverse and creating a fun learning atmosphere. This present research delivers the lecturer's narrative about the strategy for overcoming the

internet connection problem in speaking class activities: How important the Zoom meeting application is, the lecturer's skill to deliver the material through the application, the problem of using the application and the lecturer's creativity to face the problem.

The implication of this research: The result of this research has revealed the impact of some lecturer's strategies to overcome the internet connection problem in the speaking class process. All the results are based on the lecturer's teaching experience of using the Zoom meeting application for speaking class. There is an obvious implication for the application and the learner. The Zoom application is very useful for teachers in teaching speaking. However, the biggest challenge to apply the application is about internet connection. Therefore, it is better for the lecturer should have another alternative to face the problem, such as creating some techniques to overcome the internet connection problem.

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