

Turn-Taking Strategy During Video Conference Learning to Boost Student's Confidence to Speak English: What Are High School Students' Voices?

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Abstract

Turn-taking strategy is considered as an important strategy in online learning, especially when the learning is utilizing zoom application. The main objective of this study was to explore students' perceptions of using turn-taking strategy using during the video conferencing to boost students' confidence in speaking English. The study involved ten Islamic high school students in Medan. They were selected purposively to be interviewed. Following Miles and Huberman (2014), the data analysis procedure involved data reduction, data display, and drawing conclusions. The results of the study showed that teacher regarded his students' confidence increased during the learning through video conference. The results also revealed that the students also feel the same way as the teacher does. This happened because of lack of anxiety which can be seen by the way students behave when they were in zoom video conference. The findings implied that turn-taking strategy can be regarded as one appropriate strategy to be used during online learning through video conference application to help students' confidence in speaking English.

Keywords: Confidence, Speaking Skill, Turn-taking Strategy, Online Learning, Video conference

1. Introduction

1.1. Background of Study

The Indonesian government has implemented a policy requiring all students to attend lectures at home in order to prevent the spread of Covid-19 (Wahyu et al., 2020). As a result, the teaching and learning activities were carried out online. Online learning is a type of educational innovation that incorporates information technology into the learning process (Sánchez-Cruzado et al., 2021).

Even though students and teachers are in different locations, technology makes it easier for them to give and receive the lessons (Chakraborty et al., 2021). Online learning activities make use of networks (internet, LAN, WAN) for delivery, interaction, and facilities, and they are backed up by a variety of different learning services (Jeffery & Bauer, 2020). Even when teaching and learning activities are not done face-to-face, online learning provides a way to continue doing so (Adedoyin & Soykan, 2020). If the criteria, namely the availability of online media, time management, and an internet connection, are met, online learning will be effective (Harunasari et al., 2021). It is believed that lecturers' use of online learning at home (online) will not affect students' knowledge of teaching materials/materials during lectures (Erdoğan et al., 2021). However, in practice, various barriers occurred in adopting online learning, such as instructors' and students' complaints about poor signal and low internet package, particularly in rural areas. The barriers lead to troubles to conduct remote learning (Firmansyah & Minandar, 2021).

The ability to speak is the most important skill in acquiring a foreign language or a second language. Among the top four language skills, speaking is considered the most important skill for learning a foreign or second language. Armstrong et al., (2017) stated that speaking is the skill most students test in real-life situations. Despite its importance, the teaching of speaking skills has been underestimated and most EFL/ESL teachers have continued to

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teach them only as dialogue memorization or drill repetition. However, the modern world places high communication skill requirements on English language learners. Teachers must teach the skills ELLs need to improve their ability to speak and perform well in real-life situations. In today's EFL/ESL teaching environment, speaking skills are mostly neglected, while employability relies more on communication than technology. Since important elements of the language, such as phonological, morphological, semantic, and syntactic aspects, are given very little priority, it has become a major obstacle for ELLs to acquire speaking skills among English learners. Until now, more attention has been given to both reading and writing skills.

Realizing the importance of oral communication skills, more emphasis is now placed on developing students' oral skills to successfully continue their studies and excel in their fields after completing their education. Also, English is the language to find job opportunities and achieve desired life goals. Among the four basic skills of the English language, speaking is highly challenging because the speakers have to produce sentences on the spur of the moment.

It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Therefore, the English language learners of EFL/ESL face many problems in speaking grammatical sentences in English. Since speaking skills play a dominant role in communication, Indonesian students attempt to learn these skills in order to communicate well with the entire community all around the world. Past research indicates that students are highly motivated to learn and actively participate in online learning activities (Lukas & Yunus, 2021).

Students also find it more easily to express themselves and perceive learning to be less boring and more fascinating, resulting in their improved speaking skills. The available meeting applications such as Google Meet and zoom meeting platform might help students to enhance their speaking skills. Alawamleh et al., (2022) showed that students were highly motivated to learn and actively participate in online learning activities. Students also find it simpler to express themselves and perceive learning to be less boring and more exciting, resulting in increased student engagement.

Despite the central importance of L2 speaking skill, little research has been done to figure out the contribution of self-confidence to the success of speaking English. So to speak, what possible strategies can be done by students to leverage their confidence while speaking English in the classroom.

Nguyen & Nguyen, (2022) measured whether turn-taking strategy can improve students' speaking ability. Carried out through several key phases of an action research, the findings revealed an improvement of students' speaking ability as evidenced by the results of the speaking test. Moreover, students became more active and attentive during the instructional process. They were also more enthusiastic in English lessons.

Simamora (2020) explored students' perceptions of using zoom application to improve speaking skills during online learning in an elementary school in Thailand. Using survey to collect data through google form, their findings showed that the strategic design of online learning on the use of the Zoom application gave an impact on student's performance in independent learning and managing time. This also has an impact on the ability and knowledge of students learning English especially in the speaking skill and their attitude.

Abriati et al., (2022) examined University students' perception of using Zoom Meeting during online learning in EFL teaching of speaking skills. Collecting data using a questionnaire consisting of 15 statements, they distributed it via google form. The result showed that the use of Zoom meetings for online learning in learning to speak English gave both positive and negative impacts. Zoom meeting applications made the students understand some speaking class learning materials easily. However, in the other case, most of the students were bored with implementing online classes and lost motivation to study during the COVID-19 pandemic.

Thus, this present study attempts to explore the students' perceptions of turn-taking strategy in online learning through video conference to boost student's confidence in speaking skill of eleventh grade students at one Islamic senior high school in Medan, Indonesia.

Based on the given rationale, the researcher formulated one key research question: "What are the student's perceptions of turn-taking strategy in online learning video conference to boost student's confidence in speaking skills at one Islamic senior high school in Medan?"

2. Literature Review

2.1. Turn-Talking Strategy

Turn-taking is the process of alternating between at least two speakers in a conversation. Native speakers automatically recognize opportunities to take or relinquish a turn during conversation and can do this without causing misunderstanding. This also indicates that speakers should not be speaking simultaneously for a large period of time. Skantze, (2021) suggests that there are two main rules for turn-taking there are long silences are to be avoided and listen when other speakers are speaking.

Turn-taking in conversation occurs when nomination by the speaker or by self-selecting by the new speaker. The strategies needed to adhere to the rules of turn-taking include, recognizing when to take a turn, signaling that you want to speak and interrupting, holding the floor during your turn, recognizing when others want to speak, yielding a turn, signaling that you are listening (Seuren et al., 2021).

Having back-and-forth conversation with students may seem like a small thing, but it helps them learn language. A new study has shown that many children participate in back-and-forth interactions with their caregivers. The more opinion they have in the brain, the more responsible they are for language production and processing (Horton & Singleton, 2022). The study also showed a strong connection between the number of turns students take in conversation and the scores they receive on the standard speaking test. The more students are involved in giving each other feedback turn to speak, the greater impact on their language skills.

2.2. Speaking Confidence

Confidence is a state of being clear-headed either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. Confidence comes from the Latin word 'fidere' which means "to trust"; therefore, having self-confidence is having trust in one's self. Speaking confidently can be achieved by using techniques which create a dynamic message. However, the most important thing to remember is to fully know and understand what you are saying, and why you are saying it. A monotone delivery, low energy, speaking softly and mumbling are not enjoyed by anyone.

Several factors indicate an improvement of a person's confidence to speak a foreign language, such as their responsiveness in answering a question, and their fluency in conveying their answers. This confidence can be obtained through several factors, such as their readiness to answer questions, which means they have prepared their answers before answering the question. This self-confidence is also influenced by several things, such as the surrounding environment, such as how well their relationship with the teacher is, or it can also be influenced by their level of anxiety which in this case may come from eye-to-eye gazes between students and their interlocutors (Mega & Sugiarto, 2020).

In oral performance, self-confidence can be shown by using eye contact or looking at someone when the speaker are talking to them, having a good posture, using gesture and body language, keeping conversations go on without too much hesitation like using "uhmmm..." and keeping smile. Some indicators of people with self-confidence, there are projecting a positive image through good body language, enjoying and having fun in the performance with unduly worried about losing words or mistakes, staying calm, concentrated, and high-self-control, and accepting themselves for the way they are whilst understanding their strengths and weaknesses (Nadiyah et al., 2019).

2.3. Video Conferencing

Video conferencing is an online technology allowing users in different locations to hold face-to-face meetings without having to move to a single location together. This technology is particularly convenient for business users in different cities or even different countries because it saves time, expenses, and hassles associated with business travel. Uses for video conferencing include holding routine meetings, negotiating business deals, and interviewing job candidates. Video conferencing platforms such as Zoom, Skype, and Microsoft Teams saw a surge of interest and use during the 2020- 21 COVID-19 pandemic, as lockdowns forced many individuals around the world to work from home and attend online classes (Camilleri & Camilleri, 2022).

Digital evidence acquired from video conferencing applications may prove useful in investigations and are used by many individuals in wide range of sectors. Applications like Skype, Google Video/Messaging series, and Microsoft

Teams have been more commonly used in recent years (Okabe-Miyamoto et al., 2022). Many schools, organizations, and individuals have used the Zoom video conferencing tool to interact with one another as a result of the COVID-19 pandemic. Following the discovery of major flaws inside the company's protocols, this rapid spike in user traffic has prompted attention and mistrust of the company's cyber security practices. One of the most used video conference app is Zoom Meeting.

3. Research Method and Materials

3.1. Data Collection

To triangulate the findings, it is important that data of the present study were collected using several instruments. First, we conducted passive participant observations, where researchers were only in the bystander role, and limits ability to establish rapport and immersing oneself in the field. In the passive participant observation, we observed and recorded the behaviors of the students in their own environment without conversing or interacting with their subjects in any way. This kind of participant observation has been widely used in many studies since it has several advantages. First, this kind of observation enabled us to observe the behaviors and communications of the learners in public places, such as restaurants, cafés, transportation hubs, and even the internet. The second important advantage of this observation is that we are unlikely to change the behavior of the learners simply by observing, as opposed to interacting with, groups. This provides us with a more natural or accurate representation of the groups we analyzed.

The second instrument was in-depth interview. We conducted interviews for several days with student-informants who were eleventh grade students at one Islamic senior high school in Medan. We explored their perspectives on employing a turn-taking technique using video conference through a zoom meeting application. We were curious whether this technique might facilitate students to confidently speak English during online learning.

We considered in-depth interview is an important data collection tool in our study. DeVaney (2016) argued in-depth interviews are performed in an open and flexible manner. The goal of in-depth interviews is to be able to offer present constructions in a context that includes people, events, actions, feelings, perceptions, motivations, or responses, levels and forms of involvement, and so on. Thus, in this present study in-depth interviews allowed our informants to convey their opinions. Their opinions, feelings, perspectives were important to us.

We raised open-ended questions that require deep and detailed answer rather than a simple "Yes" or "No." (Worley, 2015). During the interview, the researchers prepared questions were asked in a systematic and structured manner in order to collect data. We gave 10 questions for each of the students. The participant would answer according to their perception, understanding and experience of each individual during the research process, the researcher also recorded the results of the conversations from the interviews and made transcripts to make sure nothing was missed during the research process,

3.2. Data Analysis Procedure

Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, The data analysis in this research can be broken down into four stages, they are coding, data reduction, data display, and drawing conclusions or interpretation. The process of reducing the data occurring repeatedly. "Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form" (Moleong, 2017). In this stage, the researchers obtained the data from interview with the students. The interviews revealed how the teacher used the strategies in teaching speaking. In this step, the irrelevant data were eliminated and the relevant data were included. In the last step, we examined all entries with the same code and then merges these categories and found the connection among the categories. Then, it continues to tell the stories and to make connections among stories. Finally, the researcher obtained the result and came to conclusions of the research.

4. Research Finding

This present study is to find out how students perceive of turn-taking strategy using zoom application to boost their confident in speaking skill. A total of 10 students from class XI-IPA 1 of Eleventh Grade at one Islamic senior high school in Medan were interviewed. Six of them were female and 4 of them were male. They were selected by their English teacher. The selection was based on their interest and ability in English. These students were interviewed

about their perceptions of using turn-taking strategy through the Zoom application which is expected to increase their confidence in speaking skill.

Based on the result of the analysis, we have found several key aspects that indicate to increase students' confidence in speaking English including their responsiveness in answering a question, or their fluency in conveying their answers.

4.1. Students' Voices

The result of the analysis showed their confidence can be improved due to several aspects, such as their readiness to answer questions, which means they have prepared their answers before answering the question. This self-confidence is also related to several things, such as the surrounding environment in terms of how well their relationship with the teacher is, or it can also be influenced by their level of anxiety which in this case may come from eye-to-eye gazes between students and their interlocutors.

4.2. Student's readiness to answer teacher's questions

In the interviews conducted with 10 students at the Islamic senior high school, the researchers asked questions about how they prepared their answers to respond questions from their teachers. Some students expressed that they found relief in searching or preparing their answers when meetings on the Zoom app were held. They said

“On the internet, bro, yes, it's faster, bro, you already have a laptop right in front of your eyes. If you look for it in the book, it's a long time”. (Interview with student-*Informant I*)

They said that they usually look for answers from the internet, because the device they use for the Zoom meeting is already on, and they only need to minimize the Zoom window, then, look for the answer in other internet applications. It is simpler and faster than having to look for answers from books because they have to open and search again where the page where they can find answers to the question from their teacher.

They said, “It's from a book, bro, because my cellphone is using Zoom, I'm afraid later I'll be able to Zoom, but anyway bro, if for example it's in a random book, I'll just search it from the internet.” (Interview with student-*Informant III*)

However, they still make the internet their last option to find answers, they use it when they can't find answers to those questions in books. This finding is consistent with Widodo et al., (2021) In his finding, some of the students found reading their book or notes when they were answering teacher's question, so it made sense that they speak fluently

4.3. Student's response to teacher's question

The next thing that becomes a sign that their self-confidence increases is to see how responsive they are in answering the questions the teacher asks. This can be seen by how quick they answer the question. Researchers have asked them, some of them are quite responsive in answering questions, some of them directly answer the question without caring whether their answer is correct or not, they say that what is more important is their courage in answering, not whether their answer is correct or not.

They said “No, I'll just answer, people have been told, don't you just be confident, especially online, so you don't want to be wrong or right”. (Interview with student-*Informant II*)

This shows that these students usually answer questions quickly, but that does not mean they answer randomly. They also added that they answered with their knowledge only, this was based on their enthusiasm to get grades, because their teacher would give marks to students who actively answered questions, even though their answers were not quite right.

However, many of them also said that they always felt nervous to answer questions from the teacher, even though they had prepared their answers well, but they were still afraid to answer, because they were not confident with their answers, so they usually let students another took the opportunity first to answer his question. They said “It's slow bro, because I'm nervous, and I'm afraid the answer will be wrong, so I'm not confident”. (Interview with student-*Informant V*). However, this finding is not consistent with Sæbø, (2022). They said that because of zero enthusiasm of

the student to attending the class, they were too lazy to speak even to shout their name when the teacher were checking for their presence.

4.4. Student's enthusiasm to answer teacher's questions

The next finding that can be a sign that students' self-confidence is increasing is their enthusiasm in answering questions from the teacher, in a sense, self-confidence can be high, judging from whether they want to ask themselves to answer a question, or whether they want to seize the opportunity when the other student cannot answer the question correctly.

The first thing the researchers asked was, did they often ask themselves to answer questions from the teacher, many of them said that they more often waited to be appointed by their teacher, their reasons varied, some said that they were not confident with their answers, so they have to listen to the answers of other students first, as one student said, "It's not really, if the question is easy. But if it's difficult, I usually copy other people's answers first, bro hahaha". (Interview with student-Informant IV).

As for another reason, they are afraid of being labeled as over-confident by other students, they are afraid that their reputation will be bad because they are considered as someone who only likes to seek the teacher's attention, especially if the answers they say are inaccurate, as this student said, "More often aimed at the bank, because if you yourself are embarrassed. Then, I'm also afraid to be said to be a know-it-all like that to others". (Interview with student-Informant II)

In fact, there is one reason that surprised us, where this student actually has high confidence to answer questions from his teacher, but because of the constraints of using zoom meetings, when she pointed herself to answer the questions, she is rarely chosen by her teacher because of these obstacles. She said,

"Sometimes if you're sure you want it, bro, but that was earlier, because of the zoom, it's a little hard for me to choose". (Interview with student-Informant I)

However, not a few of them say that they prefer to appoint themselves to answer questions from the teacher. This is also based on several reasons. One of which is because they already feel very confident with their answers that their answers are correct. Thus, usually, they will immediately raise their hands to be chosen by their teacher.

However, one student also said, back to his reason on how responsive he was to the question, that he did not really care about whether his answer was right or not. The most important thing was that he answered the question. Thus, the teacher can know that he was active. Then, he can get score. As he expressed, "I have, I have, but not often. Because I'm confident, bro, if the answer is wrong, that's number two, bro". (Interview with student-Informant VII)

The researchers also asked if they dared to take the opportunity to raise their hand when the other students could not answer correctly. And surprisingly, they all answered that they were brave. Some of them said they were brave because they were already sure of their answers, considering their answers were similar to answers from previous students, as this one student said, "Yes, just take it bro, especially if for example my answer is very similar to his answer". (Interview with student-Informant IV).

But still, there are some students who choose not to take this opportunity. They prefer to wait for the teacher to appoint them to answer the question. Their reason is simple, some say that they are not confident to answer, and some say that they don't know the answer at all. This finding is not similar with what (Zhu et al., 2023). They said that in the using of zoom application, there is no enthusiasm of student to speak and answer teacher's question, even for informed their present when the teacher was checking for their presence.

4.5. Students' self-confidence when there is no eye contact

Eye contact is one of the things that usually affects a person's confidence when speaking, some people say that making eye contact is one of the things that makes him insecure, because they will feel pressured and scared when they have to speak by making eye contact, while when talking directly, the speaker is forced to look into the eyes of the interlocutor

However, in online learning, students sometimes turn off their cameras to avoid eye contact. It is evident, from the interviews I conducted, many students feel that they are more comfortable talking with the camera turned off than on. this is because they will feel more comfortable, because there is no eye contact that occurs, like this one student said,

“Oooo but that's also true bro, if you turn off the camera it's better to say that. Because I don't look at you, I don't get nervous”. (Interview with student-Informant II)

Another reason for this eye contact is, these students feel insecure with their looks, so they prefer to turn off the camera, they feel that their appearance is not good enough to speak in front of many people, and when they turn off their camera, they will feel more comfortable and speak more fluently, like this one student said, “Yes, it's permissible, bro, with Mr. Ali, but just sometimes, so it's a bit comfortable, I'm not insecure”. (Interview with student-Informant I). This is in line with the previous study by Tailab & Marsh, (2019) who also found that in zoom Meeting, during online class, 88.9% of the students feel insecure.

However, not a few of them said that they prefer to turn on the camera, because they feel more that by turning on the camera, communication will run more smoothly, because it will feel like a two-way street, even if only online, as one student said, “it is allowed bro, but I turn that on because it seems to be more comfortable, can communicate better” (Interview with student-Informant II). This is not similar with the finding of Akbari & Sahibzada, (2020) who said that the students are become inactive and passive when they turned their camera off, which made them bored and lazy.

In implementing the turn-taking strategy using the zoom application, teachers and students can readily communicate through internet services on a regular basis without being constrained by distance, place, or time, the adoption of online learning is generally more efficient. The use of turn-taking strategies carried out online, can reduce students' anxiety levels in speaking skill. because, things that increase anxiety are usually very easy for us to get in offline learning. This anxiety, among other things, comes from students' fear of facing their interlocutors, because of eye contact, students' nervousness to answer questions from the teacher which usually, if learning is done online, they can easily prepare their best answers in advance.

Not only that, student anxiety can also be obtained from the tension that usually occurs when the teacher is right in front of them. with zoom meetings, these students no longer feel this tension, moreover their teachers usually use non-standard language so that students feel like they are talking with their own friends, and this already means increased confidence in speaking.

Then, the students did not forget the role of turn-taking strategy which helped them to know and be ready with their turn to speak. This is usually a little confusing for some students because they are not confident if they have to speak first by raising their hands to get an earlier turn. If the teacher directly appointed his students to answer questions, the students, like it or not, must swiftly answer the question.

From these findings, it can be concluded that students' self-confidence increased, indicated by the loss of fear and anxiety that the researcher has previously described. Based on the given arguments and pieces of evidence, the perceptions of students can be considered valid.

5. Discussion

This section discusses the findings presented dealing with students' voices of turn-taking strategy using zoom application to boost their confidence in speaking skills. The perception here is interpreted in context, whether it is true or not that the use of a turn-taking strategy in online learning using the Zoom Meeting application might help students' confidence in speaking skills. Having presented the key findings, we discuss and also compare them with any relevant theories presented in the theoretical review.

Several factors indicate to increase in a person's confidence in speaking, such as their responsiveness in answering a question, or their fluency in conveying their answers. Based on the results of the research, the perceptions of these students regarding their self-confidence increased during the implementation of the turn-taking strategy using a video conference application.

This is similar to the findings of Allo & Priawan, (2019) who claimed that confidence can be obtained through several factors, such as their readiness to answer questions, which means they have prepared their answers before answering the question. This self-confidence is also influenced by several things, such as the surrounding environment in terms of how well their relationship with the teacher. It can also be influenced by their level of anxiety which in this case may come from eye-to-eye gazes between students and their interlocutors.

It happened because they can easily find their answers from the internet, as simple as minimizing their zoom application, and then open the internet search application on their device, and can fluently answer them. As well as the inbox feature on the zoom application which allows them to easily communicate with friends to ask for answers without any significant hindrance.

From the responses of these students to answering questions, it can be concluded that they are definitely very ready to answer questions from their teachers, because of what I have mentioned before, which is as simple as searching for it on the internet. This is similar to the research of (Utama et al., 2013). In his finding, Samir said that some of the students found reading their books or notes when they were answering the teacher's questions. Thus, it made sense that they speak fluently.

But not only that, with the use of the zoom meeting application, students can also easily open their books, to find answers that are more certain and more precise from the textbooks they use every day, or it can also be from their notes that they may already have taken and, next to their device. Then, this can be proven by their enthusiasm to answer questions from their teachers, in the classroom. According to them, many of the students raise their hands when the teacher asks questions.

Likewise, when the teacher directly appointed one of the students to answer a question, when the student cannot answer the question correctly, there will be some of them scrambling to take over the opportunity. This is based on their increased self-confidence, because they believe if the answer they have prepared are correct, because their answers are similar to those of the previous students, especially when they hear the responses of their teachers who sometimes often say "still not quite right" or "a little more right".

Finally, one of the factors that made student's self-confidence increased was the absence of eye-to-eye conversations that occurred during video conference using zoom meetings. When there is no eye contact that occurs when students were speaking, then they can feel more confident. Considering that some of students' reasons are that their physique is not good. They will feel embarrassed when they have to speak while being watched. This is in line with the results from the findings of Christie & Listyani, (2018) who said that students become inactive and passive when they turned their cameras off which caused them bored and lazy.

Even so, it turns out that there are also some students who still feel insecure to speak in front of the class, both online and offline. this is also due to many factors, perhaps such as the implementation of a turn-taking strategy which makes shy students look inactive because they are embarrassed to raise their hands to answer questions from the teacher. For Results, provide sufficient detail to allow the results to be meaningful and informative. For Discussion, this should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

6. Conclusion

From the research that has been carried out dealing with student perceptions on the use of turn-taking strategies during the video conference, several conclusions that the researcher might be able to convey. The use of this turn-taking strategy can be an option for English teachers to use when they teach. The zoom meeting features allow students to exchange messages via inbox without being noticed by other students and even the teacher. They also enable to minimize meetings without having to leave. Simultaneously, students can also turn on their cameras while they open other applications on their devices. Giving students the opportunity to turn off their cameras, it also helps them to improve their speaking skills.

With the results of the analysis and discussions that the researchers have presented, the researcher hereby recommends using a turn-taking strategy for teaching through the zoom application, because this strategy is considered necessary to facilitate students' confidence in speaking English as foreign language. This can be obtained because the anxiety and fear of students is reduced, so that the level of self-confidence can increase. They said that their confidence are increasing because the lack of anxiety that occurred because they can turn their camera off, so they can read their book or just searched on the internet when the teacher asked them. This is indicated that their confidence increased, we can see by their fluency when they spoke and answered questions.

Theoretically, it is hoped that this research can provide new insights of the knowledge of turn-taking strategy, using zoom application to boost students' confidence. It is important that English teachers recognize their students' enthusiasm, readiness, as well as responses as signs of an increase or decrease of their confidence.

Practically, it is hoped that this research can be useful and make teachers understand students' thoughts about online learning and can also be used as a medium or reference for teachers in teaching and evaluating their students. The teacher is more active in interacting and providing explanations about the material in order that students understand better.

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