CHAPTER II

THEORETICAL FRAMEWORK

A. Zoom Application
1. Definition of Zoom Application

Several companies or organizations already use Zoom application, also on campuses to facilitate interaction between lecturers and students. WFH has been in service since Covid-19 was declared a global pandemic. Many countries encourage citizens to reduce their activity levels. The only goal is to avoid the virus from spreading too quickly across the globe. The consequences of this legislation are included in several departments, universities, and schools that operate from home. You can create online meetings and chat while socializing without having to meet using the app. Using zoom software also makes distance learning or online learning easier.

Zoom is a cloud-based video messaging platform that lets you set up interactive video and audio conferencing, webinars, live chats, screen-sharing, and other collaboration features. Zoom was reportedly used by more than half of Fortune 500 companies in 2019 and is projected to achieve even greater heights in 2020, with recent claims of 300 million daily Zoom meeting participants. Attending a Zoom meeting does not require an account, and the app is compatible with Mac,

Windows, Linux, iOS, and Android, making it open.

Zoom allows you to have one-on-one chat sessions that can turn into group calls, internal and external audience training sessions and webinars, and global video meetings of up to 1,000 people and 49 on-screen videos. The free tier allows for unlimited one-on-one meetings, but group sessions are restricted to 40 minutes and 100 people.

people.

2. Zoom History

In April 2019, Zoom went public. Zoom stock shot above its $36 IPO price almost immediately and peaked at $104.49 in mid-2019. Building on the success of video and phone services, Zoom Chat was launched as an in-app Slack-like messaging platform. And then in early 2020, the world was rocked by the coronavirus pandemic, with millions of people forced to work from home. In March, Zoom was downloaded 2.13 million times in one day. By April 2020. Zoom surpassed 300 million daily meeting participants. During a time of insane growth for Zoom, it acquired Keybase—an end-to-end encryption (E2EE) tool for secure messaging and file-sharing. Later that year, Zoom announced E2EE for meetings up to 200 participants. Thanks to the addition of Zoom Phone to the portfolio, Zoom was named a leader in the Gartner Magic Quadrant for Unified Communications as-a-Service (UCaaS) Worldwide.

Zoom also retained its leadership in the Gartner Magic Quadrant for Meeting Solutions—making it five years in a row. At the start of 2021, Zoom announced sales of one million Zoom Phone seats. In May 2021, Zoom Events was launched to create specific Zoom spaces for virtual experiences. As a result of Zoom Phone, Zoom Chat, and increasing security measures, Zoom reported a first quarter total revenue of $956.2 million, up 191% year over year.

In July 2021, Zoom announced its intention to acquire Five for $14.7bn—its largest acquisition in history. In the same month, the Zoom app marketplace launched, housing various Zoom integrations to enhance the work experience within Zoom.

1. Who is the Founder off Zoom Application?

Eric Yuan is the Founder and CEO of Zoom. He was born andraised in Tai'an, Shandong Province, China. Reportedly, Eric had been inspired to find a solution to his 10-hour train rides to visit his girlfriend. As such, his first public work of videotelephony was in his first year as a university student in 1987, where he developed a piece of bespoke videotelephony software.

His education includes:

- Shandong University of Science and Technology (BS)
- China University of Mining and Technology

- Stanford University Graduate School of Business

The most recent of these qualifications comes during Eric's time as people who have aspecial position of Engineering at WebEx—an online meetings platform. In 1997, Eric moved to San Francisco and was one of the first 20 hires on the WebEx team. In fact, Eric was one of the founding engineers and proved crucial to the success of its online meetings product.[1]

1. Zoom Application Features

There are some features in Zoom, just like other apps, that you can use to make video conferencing activities much smoother. Some of the features that Zoom contains include:

a. Touch up on my look

This role is helpful in filtering the users' facial appearance.

---

[1] https://dispatch.m.io/eric-yuan-zoom/accesed on August, 15 2021 at 5 pm

The touch up of my appearance feature can be used to brighten the skin tone,change color, and so on, much like the camera app. The purpose is to make users more relaxed when using Zoom.

b. Host a session

In addition, that the host function in it. This is a function which makes it possible for participants to become leaders. If you are the V leader of a conference, you will make the meeting arrangements. When doing video conferencing, the aim is to keep the situation more conducive .

c. Record Calls to Video

This is one of the perks of Zoom as well. It is possible to use the Zoom application to capture videos while on a call. For consumers, this feature is really useful. It is possible to store the results of this video recording on a device or even transfer it to a drive or dropbox. This can be used as an archive while you are in college, or if you are in a meeting, you can document and listen to the results of the meeting with your colleagues again.

There is also a function linked to the schedule of meeting events in the Zoom program namely scheduling and joining a meeting. By using this feature, meeting leaders can organize

online meeting schedules so you can hold more planned meetings.

d. *Sharing Screen and Application*

You don't have to worry if you are doing a presentation because you can display your entire desktop or application using this one feature.

this one feature.

A. Listening

1. Definition of Listening

Listening is a complex, problem solving skill and it is more than just perception of sounds. Listening includes comprehension of meaning bearing words, phrases, clauses, sentences and connected discourse.[2] Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language (Cameron 2001).[3] Sarıçoban (1999) states that listening is the ability to identify and understand what others are saying. For learn - ers, listening is how spoken language becomes input (i.e., it is the first stage of learning a new language). In the classroom, this

---

[2] Mehdi Nowruzi, "The Instruction of Meta-Cognitive Listening Strategies and Its Impact on Listening Performance of High and Low-Test-Anxious Intermediate Learner" Journal of Studies in Learning and Teaching English, Vol.1, No.3, 2013, page 16

[3] Richards, J. C., and T. S. Rodgers. 2001. Approaches and methods in language teaching. Cambridge: Cambridge University Press.

happens by listening to the teacher, a CD, or other learners. It is the process of interpreting mes - sages—what people say.[4]

Listening has been an important part of ethics and morality all across the centuries. Glenn identified 50 definitions of the concept. In an effort to arrive at some consistency for research and educational purpose the international listening : " The process of receiving, constructing meaning from, an responding to spoken and nonverbal messages " by Bently.[10]

Based on Purdy, listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings.[11] Listening is also helpful to students' pronunciation because the more they hear and understand English spoken, the more acceptable pitch and purpose are absorbed.The more they practice not only knowing speech but also thinking for themselves, the smarter they will become. It is important to note that successful spoken communication is based not just on our ability to speak, but also on how well we listen.[12]Hearing, according to Drakeford, is a "psychological sensory mechanism by which auditory stimuli are received by ears and transmitted to the brain1" and is distinguished from listening, which is a "much more complex psychological method involving the interpretation and perception

[4] Sarıçoban, A. 1999. The teaching of listening. The Internet TESL Journal 5 (12). http://iteslj.org/ Articles/Saricoban-Listening.html.

of the sensory experience. is based not just on our ability to speak, but also on how well we listen.[12]Listening entails more than just taking in what has been said. Hearing, according to Drakeford, is a "psychological sensory mechanism by which auditory stimuli are received by ears and transmitted to the brain1" and is distinguished from listening, which is a "much more complex.

psychological method involving the interpretation and perception of the sensory experience is based not just on our ability to speak, but also on how well we listen.[12]Listening entails more than just taking in what has been said. Hearing, according to Drakeford, is a "psychological sensory mechanism by which auditory stimuli are received by ears and transmitted to the brain1" and is distinguished from listening, which is a "much more complex psychological method involving the interpretation and perception of the sensory experience.

2. Teaching Listening

According to Brown, said that teachers should be familiar with some practical principles for designing listening comprehension teaching techniques. Brown summarize some principles for designing listening teaching techniques as the followings:[5]

---

[5] H. D. Brown, teaching by Principles: An Interactive Approach to Language Pedagogy (second edition). White Plains, (New York: Longman/Pearson Education, 2001), page 258

a. In an interactive, four skills curriculum, do not overlook the importance of techniques that specifically develop listening comprehension competence.

b. Use intrinsic motivation techniques.

c. Utilize authentic language and contexts to make students realize the relevance of classroom activity to their long-term communicative goals.

d. Carefully consider the form of listeners' responses to see whether or not their comprehension has been correct.

e. Encourage the development of listening strategies, because most foreign language students are simply not aware of how to listen.

3. Types of Listening

There are two forms of listening, according to Nation and Newton:

(1) One-way listening—usually correlated with knowledge transmission.

(2) Two-listening is usually linked to preserving social relationships.

As previously mentioned, the first form of listening enables one to listen to monologues, which are one-way

productions with no delays or breaks for clarification. Both sides of the conversation are engaged in a normal sounding dialogue by using two-way listening.[13] In addition Brown identified four main types of listening as follows :

- Intensive

  Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larnger stretch of language.

- Responsive

  Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

- Selective

  Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories).

Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and

the sender of the message can easily become frustrated or irritated.

The student must be able to listen to a variety of topics in a variety of ways. To grasp mood and context, they must first be able to interpret paralinguistic cues such as intonation. They must be able to listen for relevant details as well (such as times, platform numbers, etc). and, on occasion, a broader perception (when they are listening to a story or interacting in social conversation).

A lot can be decided by the genres they are dealing with. In their languages, most students are completely capable of listening to a variety of topics in various ways.

There are some definitions given by linguists and the following :

a. Vishwanath Bite defines Listening skill is key to receiving messages effectively. It is a combination of hearing wanother person says and psychological involvement with the person who is talking.[15]

b. Listening skill is the communication process, according to Johnson (1951) and Hampleman (1958),while it is to distinguish words from recognizing other words.[16]

c. According to Herbert J. Walberg Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in

communicating with others.

d. effectively. It is a combination of hearing wanother person says and psychological involvement with the person who is talking.[15]

e. Listening skill is the communication process, according to Johnson (1951) and Hampleman (1958),while it is to distinguish words from recognizing other words.[16]

f. According to Herbert J. Walberg Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others.[6]

4. Principles of Teaching Listening

Helgesen and Brown mention some principles for teaching listening to beginning learners. They are as follows[7]:

a. Be aware of the goal of the task.

If tasks require a clear outcome, then it follows that learners need to be aware of what the goal is before they begin the activity.

b. Use a variety of tasks.

Leaners need to become comfortable with a variety of tasks. This is because learners listen to

---

[6] H.Douglas Brown, Language Assessment Principle and Classroom Practice (San Fransisco: Longman,2004). 120.

[7] M. Helgesen and Brown S. Practical English Language Teaching, Listening. (New York: McGraw-Hill ESL/ELT, 2007). Page 32

different things in different ways.

c. Be aware of the difference between spoken and written language. One of the biggest differences between spoken and written language is that in informal conversation people usually do not speak in sentences.

5. Listening Material

Materials that can be used to teach and learn the listening process are referred to as listening resources. Wilson claims that there is a wide variety of listening material available. Teacher lectures, student talks, guest speakers, recorded textbooks (eg speaking books, cassette tapes), television, films, DVDs, radio, and the internet are examples. In this study, the teacher conveys the material by showing a powerpoint slide in which there is an audio of listening learning material, which can be played and listened to via the zoom application. Teachers can only use credible listening materials in the classroom to teach their students.

[15] Vishwanath Bite, Listening : An Important Skill and Its Various Aspects (The Criterion : An International Journal in English, 2013), 1.
[16] Talat Aytan, The Effect of a Listening Education Course on the Listening Behaviors of Prospective Turkish Teachers (Sciedu Press : Department of Turkish
Education, College of Education, Yildiz Technical University, Istanbul, Turkey, 2016), 254.
[17] Herbert J. Walberg, Teaching speaking, listening and writing (IAE Educational Practices Series, 2004), 14.