

Fostering Success and Motivating EFL Learners Using Zoom Meeting: A Synchronous Learning Strategy

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Abstract

Due to the rapid advancement of technology, teachers were forced to integrate technological equipment and method in educational strategies, for the main purpose of facilitating the learning experience. Accordingly, this study aimed to answer two main questions namely; 1) How can Zoom Meeting enhance high school students at Salatiga to gain success in ELT? 2) To what extent does use the Zoom Meeting as an asynchronous learning strategy affect the motivation of high school students at Salatiga? For that purpose, the researcher implemented an experimental design with a mixed approach to conduct the current study using a pre-test, and a post-test to measure the change in the levels of EFL learners' English skills, the researcher also spread questionnaires to examine the attitude of the students towards the Zoom meeting. The participants of the current study were 60 high school students at Salatiga who were divided into two groups namely the control and experimental group. The findings indicated that zoom meeting enhanced EFL learners' English skills and motivation

Keywords: Synchronous Learning Strategy, Learning Using Zoom Meeting, Fostering and Motivating Learners

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INTRODUCTION

Nowadays, the world is being horrified by the covid-19 pandemic. All sectors of life are being affected by the pandemic, including the educational sector, starting from the elementary level up to college. The Ministry of Education policy in implementing distance learning forces teachers and students to use the latest technology to support the teaching and learning process, one of them is the use of the Zoom(Meeting. (Ghazizadeh, T., & Fatemipour, 2017) in his journal highlighted video-based online technologies in life could enhance the skill of EFL Learners. Moreover, this topic has a great interest to the researcher to investigate it, due to the use of technology is increasingly widespread throughout the world to various sectors of human life including education, and the popularity of the Zoom Meeting with its specific features as a tool that can facilitate communication and it is also useful for educational needs today.

Moreover, students lack understanding of cohesive and lexical schemata to express themselves to words. (Bialystok, 1994). This reason is also accompanied by a lack of ideas and students' ability to transform them into written and spoken words. This reason is accompanied by students' lack of ideas and abilities to transform them into written words

and spoken words. The lack of ideas of students was caused by the lack of interaction between the teacher and his students in a motivating environment (Shughnessy, 1998). Teaching English in high school is considered to be a bit different from teaching English in a collage, which undermines its significance concerning all language skills in a single time. Thus, teachers tend to focus less on filling the gaps in students' perception of their English skills. Such a kind of teaching and learning method often causes weakness of students' understanding of the material provided by the teacher. After achieving results with a certain level, students sometimes find difficulties in learning, and what happened then is they were getting frustrated and not interested any longer. They give up on doing tasks and activities that can improve their English language skills. If so they will find themselves trapped in trouble and blank. This is because students lose motivation and interest in the traditional teaching system that is still widely used by English teachers today. Furthermore, the teaching strategy that should be implemented should function as an approach that may solve the issues mentioned previously taking into consideration the present needs of the 21st-century technologies (Kasapaglu-akyol, 2010).

Within the topic of language teaching, the teacher's attention is only chasing a score at the end of the learning process related to skills in language learning, namely reading, speaking, listening, and writing (Suhono, 2019). Particularly, a special focus is placed on reading because of its direct relationship with language proficiency. EFL learners of educational institutions (schools) in Salatiga still suffer when they faced a reading test regardless of the topic due to poor proficiency in English as a foreign language. Teachers often pay less attention to students' perceptions of their skills. As a result, weaknesses develop in students' abilities as far as the lack of motivation. Students lose interest in traditional English language classes because they simply feel bored with regular classes. Hence, this research integrates Zoom Meeting to prompt the English language and motivate EFL learners in Salatiga.

This study is expected to investigate to what extent Zoom Meeting can influence the quality of the learning experience of EFL learners in Salatiga. Moreover, the researcher aims at improving the foreign language acquisition and proficiency of the English of these students. Additionally, this study aims to tests the validity and feasibility of Zoom Meeting concerning increase students' skills. Hereafter, the popularity of technology nowadays leads to its integration within every aspect of English learners' daily lives. Therefore, technology can shift the focus of students from their academic learning to their subjects to follow the latest technological trends in the social spectrum. Moreover, this study examines the effect of integrating the Zoom App in the learning process to benefit high school learners in Salatiga. Also, the researcher investigates how the chosen synchronous learning strategy (Zoom App) increases student motivation to learn English.

Two main questions are highlighted in this study: 1) How can Zoom Meeting enhance high school students in Salatiga to gain success in ELT? 2) To what extent does use the Zoom Meeting as an asynchronous learning strategy affect the motivation of high school students in Salatiga? Using Zoom App in ELT is one type of synchronous learning. Synchronous Learning is a modern idea derived from e-learning that focuses on integrating technology with teaching methodology as a means of a medium in educational institutions to facilitate the learning process for students and teachers. This concept is characterized by a combination of many properties such as technology devices connected to the network (Zoom App), suitable times for teachers and students, different locations, real-time communication, online participants, and instant feedback via video, voice, or chat interaction text between participants (Hrastinski, 2007; Pradita, I., Prasetya, W., & Maharsi, 2019).

Nowadays, in the covid-19 pandemic era, many schools implemented distance learning intending to avoid crowds to stop the spread of covid-19. Many schools train students to integrate technology such as the Zoom App in ELT because people quickly

adapt to access this technology to facilitate communication that leads to the widespread popularity of distance learning. This came as a solution for educational researchers who are constantly trying to develop innovative ways to increase the interactivity of the ELT to stimulate student motivation and involvement in discussions for knowledge exchange, which also leads to the development of general language learning (Tanti, 2012). On the other hand, the teacher integrates these tools into the language teaching process to make the material easily understood whether used at the level of individual or group communication. (Blau & Barracks, 2012).

Many studies have examined the importance and impact of various synchronous ways on language learning and basic skills. Zhao (2009) conducted research focusing on synchronous strategies such as text chat and video conferences to begin a discussion of topics about culture in English. The results show that this strategy facilitates the mastery of English language acquisition and the improvement of lexical schemes through the exchange of ideas. Besides, Watson (2009) focused on the use of text chat and instant messaging in an online session, he outlined that it had a positive impact on cognitive language acquisition

Sauro and Smith (2010) investigated language input from the learning process during the use of synchronous strategies and pay attention to the improvement in students' linguistic understanding levels and lexical schemes of foreign languages (English). Furthermore, Ochonogor, Alakpodia, and Achugbue (2012) believed that synchronous learning strategy (chat room) could affect student performance and found students' improvement in writing and speaking. The result is getting better after the experimental period of the online session ended. Similarly, Grosz-Glunchman (2013) investigated text chat as a teaching tool for EFL learners, he stated that students showed progress in the development of better message numbers, word counts, lexical schemes, and syntactic structures that lead to improved writing skills and speak up.

Various researchers propose that a Zoom App (synchronous learning strategy) can have a direct relationship with a positive impact on academic performance and student motivation on the learning process. Mincu (2015) state that the Zoom App increased the main skills involved in language learning such as higher-level thinking, critical thinking, and problem-solving through interaction, collaboration, and participation in ELT. As a result, McCloskey, Thrush, Wilson-Patton, and Kleskova (2013) suggested that the design as well as the implementation of activities involved in the setting of Zoom Meeting should help students achieving what the lesson design wants to achieve to motivate students through the learning process itself. McLoughlin and Lee (2010) believe that using Zoom App (synchronous learning strategy) can facilitate students' acquisition of cognitive and syntactic semantics concerning sentences through the process of writing and rewriting before sharing these sentences because of their shared feelings of vulnerability with classmates and their teachers which encourages them to put together a correct statement.

This research is important to carry out because it aims to investigate the extent to which zoom meetings can affect the quality of the learning experience of high school students in Salatiga. Besides, the researcher aims to improve students' foreign language proficiency especially English. Additionally, this study examines the feasibility and validity of zoom meeting encounters concerning their improvement. Moreover, the popularity of technology leads to its integration in every aspect of English students' daily lives. As a result, technology can shift students' focus from the peruse use of academic learning to a search for the latest technology trends in the social spectrum. This created the education system's need to use technology for the benefit of the learning process in general.

METHOD

This study proposes several variables to be examined according to a true experimental method, in which the participants are randomly assigned to both the

experimental and control groups, which aims to investigate a cause-effect connection to understand the influence of one of the variables to another variables. Furthermore, the current study uses the mixed approach involving experimentally based instruments to collect quantitative and qualitative data, as a mixed approach for more elaborate results. The participants of this study are high school students in Salatiga. Due to limited time and budget, the researcher only involving 60 students enrolled in the Vocational High School of PGRI 1 Salatiga. The researcher tightens the population into a representative sample categorized according to convenient sampling criteria. The sample is divided into two groups (control and experimental), each containing 30 students who belong to different academic levels and majors. These academic levels are determined as low, medium, and high. Students were primarily informed about the study and the researcher is their teacher at SMK PGRI 1 Salatiga.

RESULT AND DISCUSSION

The data sources in the current study were experimental and control group pretest, the researchers' notes, and Zoom Meeting reports, the control and experimental group posttests, and questionnaires given only to the experimental group students. Data in the pretest, posttest, and questionnaire were processed using SPSS version 25. This treatment was divided into qualitative and quantitative data.

The following table showed significant differences between the control and the experimental group:

Table 1: Inferential statistics for the pretest and posttest of the control and experimental groups.

Group		N	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Pretest	Control	30	5.10	1.90	0.35	0.807
	Experimental	30	5.23	2.30	0.42	
Posttest	Control	30	5.16	1.91	0.35	0.013
	Experimental	30	6.45	1.98	0.36	

At the pretest stage, researchers looked for differences between the two groups through the use of the T-test. Statistical significance was 0.807, which is more than 0.05. This means that there is no statistically significant difference between the levels of the two groups. Besides, the means of the two groups at this stage were 5.10 and 5.23, which are the closest statistical results with a statistical difference of 0.013. Thus, the student level is relatively insignificant.

At the posttest stage, the T-test shows a statistical significance of 0.013, which is less than 0.05. the result of the current study showed that there is a significant difference between the control and the experimental group. Also, when the researchers compared the means of the two groups, the results showed a statistical mean of 5.16 and 6.45 for the control and experimental group. In other words, the statistical mean of the experimental group was bigger than the control group with a value of 1.29, which indicates that the selected synchronous learning strategy increased the student's level by a statistical value of 25%. It is supported by the finding of the research by Marjanovic (1999) on the importance of zoom sessions for student academic performance. He emphasized the importance of such a strategy when used for collaborative learning.

This section presents and discusses the findings related to the research questions on students' perception of the use of Zoom Meeting platforms in English as a Foreign

Language (EFL) classroom. The discussion is shown through the interpretation of the results showed in the tables elaborated with the findings from the interview. The results of the study were obtained from 30 participants. The students have used Zoom App in the English classroom for at least one year. The students stated that Zoom App is mostly used for speaking. Besides, teachers usually utilize the learning platforms to assign some tasks and tests. To answer the research questions, the findings from the students' questionnaire are shown in Table 2.

Table 2: Inferential statistics for the zoom session (mean median & mode)

No	Zoom Meeting Items	Mean	Result	Order	Std. Deviation	Median	Mode
1.	appropriate.	3.43	Agree	12	0.86	3	3
2.	flexible.	2.70	Neutral	16	1.42	3	1
3.	easy to use.	4.67	Strongly Agree	1	0.66	5	5

The first item of the questionnaire has a mean of 3.43 indicated that EFL learners were agreed on the appropriateness of using Zoom Meeting in EFL Classes. While the second item has a mean of 2.70 close to 3 indicated that EFL students cannot decide whether this strategy is flexible for teaching English or not, with a median of 3 showing that 50% of students agree that it is flexible while another 50% disagree with that fact. While in terms of user interface most students agreed that the Meeting is easy to be used. It was supported by the data showed on the third item which has a mean of 4.57 which indicates that students decided that the Zoom Meeting was easy to use. A median of 5 indicated that students strongly agree that this strategy gave them an easiness to learn English.

In line with the current study, Chen, Ko, Kinshuk, and Lin (2005) state that feedback provided in such learning settings can lead students to find their strengths and weaknesses with language learning to increase their level of motivation and academic performance. Likewise, Wang and Chen (2009) describe the findings of a pilot study they conducted to examine the importance of a zoom session on second language teaching; they concluded that this strategy could be the right choice for distance learning.

Table 3: Inferential statistics for the zoom session (mean median & mode)

No	Zoom Meeting Items	Mean	Result	Order	Std. Deviation	Median	Mode
1.	encouraging	4.40	Strongly Agree	4	0.72	5	5
2.	stimulating	3.50	Agree	11	1.04	4	4
3.	self-paced	3.30	Neutral	13	1.44	3.5	5
4.	motivates participation	4.37	Strongly Agree	5	1.03	5	5

The fourth item has a mean of 4.40 which indicates that students decided that the Zoom Meeting was encouraging. A median of 5 indicated that students strongly agree that

this strategy encourages them to learn English. While the fifth item has a mean of 3.50 close to 4, indicating that students find this learning strategy stimulating with a median of 4 indicating that the student agrees that the Zoom Meeting is stimulating concerning the learning process. The sixth item had a mean of 3.30, it means that they are in doubt to decide whether it was a self-paced Meeting. The median of 3.5 indicated that 50% of students agreed that it was self-paced, while the other 50% otherwise. Moreover, the seventh item has an average score of 4.37 with a median value of 5 which indicates that students strongly agree that the Zoom Meeting motivated their participation and easy to use as an educational Meeting to facilitate the process of English learning.

It comes along with the research that had been done by Laxmi Mustika Cakrawati (2017) the findings of her study indicate that students show a positive response towards the use of online learning platforms. The students participated in the study perceived online learning platforms as a user-friendly learning tool that encourage them to interact with their teachers and peers outside the classroom. The online learning platforms facilitate them with the features allowing them to work independently yet share their thoughts through group discussion. Besides, students think that using online learning platforms in the learning process is effective since it saves time and effort. They also think that online learning is environment-friendly because it can save paper used for the assignments.

The finding also supported by Ying Zao (2009), he said that both text chat and video conferencing appear to be effective tools for cross-cultural communication, especially for learners who otherwise would not have ways to do so. Table 4: Inferential statistics for the zoom session (mean median & mode).

Table 4: Inferential statistics for the zoom session (mean median & mode)

No	Zoom Meeting Items	Mean	Result	Order	Std. Deviation	Median	Mode
1	effective with teaching English	4.47	Strongly Agree	3	0.86	5	5
2	helps to write and speak freely.	3.63	Agree	10	0.93	4	4
3	enriches the vocabulary words.	4.27	Strongly Agree	6	1.01	5	5

The eight-item score has a mean of 4.47 close to 5, indicating that students agreed that the Zoom Meeting was an effective English teaching media. A Median of 5 indicated that students strongly agree about the effectiveness of Zoom Meeting in teaching English. The ninth item has a mean of 3.63, it close to 4, indicating that students report that Zoom Meeting helped them learn easily. It also scored a median of 4 indicating that students agreed that it allowed them to write and speak without restriction or discomfort. While the tenth item experienced a mean of 2,37 which indicated that students decided not to reduce the level of pressure during the learning process. This is supported by a median of 2, which indicated that students disagree with the fact that pressure is not an obstacle to writing and speaking through the use of the chosen strategy. On the other hand, item number 11 had a mean of 4.27, indicating that students reported that their vocabulary increased after the use of the chosen strategy. The median of 5 emphasized that students strongly agreed that the zoom sessions enriched their vocabulary.

Come along with the current study, Hastie and Hofer (2009) propose that zoom sessions require students to concentrate more during online sessions which leads to higher levels of memorization and hence to learn more. These results are compared with those in the

asynchronous setting which concludes that the teacher gives greater effort in synchronous settings than in asynchronous settings related activities.

Besides, Kerwin (2012) defined that social media Meetings such as Facebook and Skype can inspire students' innovation and creativity when delivering posts as modern teaching and learning methods at all times and places. Dansieh (2011) explains that when using digital tools to produce texts/chats/posts, students use a compilation of skills gained in knowledge in traditional English classes that enable students to use synchronous learning strategies to increase their motivation and involvement. As such, students are responsible for their learning and academic progress.

Table 5: Inferential statistics for the zoom session (mean median & mode)

No	Zoom Meeting Items	Mean	Result	Order	Std. Deviation	Median	Mode
1.	has no pressure when writing and speaking.	2.37	Disagree	17	1.47	2	1
2.	removes researcher's and speaker's block.	4.53	Strongly Agree	2	0.73	5	5
3.	helps with setting a clear plan for writing and speaking.	3.97	Agree	8	1.19	4	4

Item 11 has a mean of 2.27 indicated that students disagreed that the Zoom Meeting has no pressure when writing and speaking. It's supported by the median of 2 which indicated that applying Zoom Meeting in ELT still produces pressure both in writing and speaking. Otherwise, in terms of removing researcher's and speaker's block, they strongly agree with that statement, it was proven by the mean of 4.53 and the median of 5. Moreover, item number 13 showed a mean of 3.97 and the median of 4, which indicated that the Zoom Meeting help EFL learners with setting a clear plan for writing and speaking. The result of the current study in line with the study that had been done by Behjat (2011), outlined how students exhibit better attitudes when using technological tools through the writing process such as giving more time and resilience in producing their writing. Lin and Overbaugh (2007) place great emphasis on exchanging ideas, feedback, and important data during the zoom session.

Table 6: Inferential statistics for the zoom session (mean median & mode)

No	Zoom Meeting Items	Mean	Result	Order	Std. Deviation	Median	Mode
1	provides academic interaction with other students.	3.27	Neutral	14	0.83	3	3
2	provides quick feedback from the teacher.	4.07	Agree	7	1.08	4	5
3	provides real-time interaction with other students and teacher (live, same time).	3.13	Neutral	15	1.17	3	3

4.	provides a non-threatening environment	3.87	Agree	9	1.20	4	4
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In terms of provides academic interaction and real-time interaction with other students and teachers, they were neutral. This neutral result is supported by the mean in both cases were 3.27 and 3.13 which indicates a confused attitude towards treatment. On the contrary the results of items number 15 and 17 which had mean scores of 4.07 and 3.87, which indicated that students viewed the Zoom Meeting could provide quick feedback from the teacher and it's a non-threatening environment. This is also reinforced by a median value of 4 for both cases which indicated that students agree on the notion of fast feedback and a comfortable environment.

DISCUSSION

In line with the current study, Chapelle (2004) defined that certain aspects of the zoom session after a comprehensive analysis examining the idea, such as improving skills related to semantics, linguistics, pragmatics, and syntax. Besides, Russell (2010) states that using a zoom session can positively contribute to improving students' language creatively and effectively. According to research conducted by Liang (2006), text chat can develop interactions through the learning process that can lead to better writing skills. Furthermore, Lin and Overbaugh (2007) state that students prefer to choose text chat (zoom chat) as a teaching tool that can lead to better quality learning.

Pre-test and Post-test Result

Data in inferential statistics from the experimental and the control group were compared together concerning the pretest and posttest stages separately. This data was extracted by providing SPSS input from the students' scores during each stage through the T-Test which showed an average score of 5.10 for the control group and an average score of 5.23 for the experimental group. Therefore, both the control group and the experimental group have relatively the same level. Furthermore, both pretests showed a statistical significance value of 0.807 bigger than 0.05, which indicates that there is no significant difference in this phase.

On the other hand, the results of the control and experimental groups obtained an average score of 5.16 for the first group and 6.45 for the second group. Hence, there was an observable difference between the mean scores of the two groups during the posttest phase. Also, at the posttest phase, a statistical significance value of 0.013 was less than 0.05, which indicates that there was a tremendous influence on the student level. The increase in the average value of the experimental group as a result of the Meeting of the treatment was the use of the zoom session. Therefore, the learning strategy chosen positively affects students' writing skill levels as shown by the results. This is in line with the statement of Ochonogor, Alakpodia, and Achugbue (2012), that students show better academic achievement after the trial period of an online meeting via chat rooms. Besides, these results confirm the ideas of Grosz-Glunchman (2013), who investigated text chat as a teaching tool for EFL learners and found that students showed improvement in developing better message numbers, word counts, lexical schemas, and syntactic structures.

Students' Questionnaire

The questionnaire data (Likert 5-Scale Rubric) were analyzed using descriptive and inferential statistics. In the descriptive statistics table, the findings showed that students proposed positive views of items that address the descriptive aspects of the zoom meeting. In such a way, the percentage value of the likerts of each item ranges from 54% to 93.3%, except for item 8 which shows a value of 47.3%. This confirms the notions put forward by different researchers on different aspects. First, Hamouda (2013) highlighted

that it improves various disciplines such as semantics, phonology, and syntax. As a result, many students use this tool in the practical Meeting of the language. Second, Behjat (2011) describes that students show better attitudes when using technological devices through the writing process, such as giving more time and resilience in producing their writing. Third, Lin and Overbaugh (2007) focus on the exchange of ideas, feedback, and important data during synchronous learning strategies such as text chat.

Fourth, these findings confirm the ideas of Watkins, Carnell, Lodge, and Whalley (1996), who suggest that synchronous learning strategies enhance the key skills involved in language learning; such as higher-order thinking, critical thinking skills, and problem-solving skills through interaction, collaboration, and participating in the learning process. However, the score on item 8 which involves the pressure factor contradicts the opinion of McLoughlin and Lee (2010) who argued that the use of synchronous learning strategies can facilitate the acquisition of students' syntactic and semantic cognition towards sentences through the writing process. and rewrite before sharing these sentences because it is the feeling of being vulnerable to sharing them with their classmates and teachers which encourages them to formulate correct statements.

The results of the pretest and post-test stages in the current study showed clearly the success of the SMK PGRI 1 Students within the experimental group in Salatiga in the English language after the implementation of the zoom meeting. The increased scores of the experimental group show that the students' attitude toward the learning process developed positively leading to remarkable results. More specifically, the students' attitude according to the results of the questionnaire can be labeled as students' motivation towards learning the English language. Hence, the use of Zoom Meeting contributed to enhancing the motivation factor of the students of SMK PGRI 1 Salatiga.

In terms of user interface most students agreed that the Meeting is easy to be used. In line with the current study, Chen, Ko, Kinshuk, and Lin (2005) state that feedback provided in such learning settings can lead students to find their strengths and weaknesses with language learning to increase their level of motivation and academic performance. Besides, students decided that the Zoom Meeting was encouraging. It comes along with the research that had been done by Laxmi Mustika Cakrawati (2017) the findings of her study indicate that students show a positive response towards the use of online learning platforms. The students participated in the study perceived online learning platforms as a user-friendly learning tool that encourage them to interact with their teachers and peers outside the classroom. The finding also supported by Ying Zao (2009), he said that both text chat and video conferencing appear to be effective tools for cross-cultural communication, especially for learners who otherwise would not have ways to do so.

Moreover, in term of its effectiveness students agreed that the Zoom Meeting was an effective English teaching media. Come along with the current study, Hastie and Hofer (2009) propose that zoom sessions require students to concentrate more during online sessions which leads to higher levels of memorization and hence to learn more. Besides, Kerwin (2012) defined that social media Meetings such as Facebook and Skype can inspire students' innovation and creativity when delivering posts as modern teaching and learning methods at all times and places. Zoom meeting also provides academic interaction and real-time interaction with other students and teachers, they were neutral. In line with the current study, Chapelle (2004) defined that certain aspects of the zoom session after a comprehensive analysis examining the idea, such as improving skills related to semantics, linguistics, pragmatics, and syntax.

The finding can be useful for teachers and educators in choosing and developing methods and strategies in ELT. Moreover, nowadays there are a lot of media both in conventional classrooms and online classes that could be used by teachers and educators. However, due to limited time, the authors limit this study. First, this study is quite narrow

if we look at the population and sample that we use. For future researchers, a wider population and sample could be used, so that the results of this study can be generalized and more reliable.

CONCLUSION

The findings of the study indicate that students show a positive response to the use of online learning platforms (Zoom App). The students who participated in the study perceive online learning platforms as a user-friendly learning tool that encourages them to interact with their teachers and peers outside the classroom. The Zoom Meeting session facilitate students with the features allowing them to work independently yet share their thoughts through group discussion. Besides, students think that using Zoom Meeting in the learning process is effective since it saves time and effort. They also think that online learning is environment-friendly because it can save paper used for the assignments. It means that Zoom Meeting can stimulate the involvement, motivation, and success of students in the learning process. Students are responsible for their learning, which means they are motivated to learn. The researcher also emphasized the use of Zoom Meetings reliable and useful to improve the quality of learning, communication, and student motivation during the learning process. Besides, the researcher also outlined that using Zoom Meetings as a teaching tool could increase students' motivation towards the learning process. In conclusion, the zoom session is designed to consolidate and build on the course content discussed in class. In particular, it should allow students to discuss reflective assignments from courses that were not covered.

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AUTHOR CONTRIBUTION STATEMENT

This research was conducted by the researcher himself started from the formulation of the research question, data collection, data analysis, and drawing conclusion. But it has a full contribution from the entire element of SMK PGRI 1 Salatiga.

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