



Keynote Speaker to Participant Interaction in Online Webinar by Using Zoom Application

Ersika Puspita Dani ¹, Angel Agustin ², Eliza Deani ³

¹Teknik Informatika, STMIK Pelita Nusantara, Indonesia, Department, Institution,
INDONESIA

ersikapuspitadani@gmail.com

Abstract. The objective of this descriptive qualitative study was to find out the keynote speaker to participant in online webinar by using zoom application. A keynote speaker has been conducted as a participant. To examine keynote speaker to participant, observation in zoom application were be used. The observation was be used to find out the keynote speaker's interaction to participant. Then, the results were be analyzed to identify form of keynote speaker's interaction. The results were 1) There were 3 forms of interaction used by keynote speaker to participant in online webinar, namely initiation move (I-Move), response move (R-Move), and Feedback Move (F-Move), and 2) The Initiation move (I-Move) was the most dominant interaction form used by keynote speaker to participant in online webinar and the least form was feedback move (F-Move).

Keywords: interaction; keynote speaker to participant, online webinar, zoom application.

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1. Introduction

Since the outbreak of the pandemic Covid 19 in Indonesia, there are so many ways which is conducted by Indonesian Government to prevent it. As an effort to prevent the spread of Covid 19, WHO is transferring for events involving large crowds. As concerned by Ministry of Education and Culture (Kemendikbud) the prevention of the spread of Covid 19. For this reason, conventional learning gathers many people in one the room needs to review its implementation. Learning must be carried out with scenarios that are able to minimize physical contact between keynote speakers and committees, or between a participant and another participant.

One of the alternative forms of learning that can be carried out during the Covid-19 emergency is online learning. According to Moore, Dickson-Deane, & Galyen [1] that online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and ability for various types of learning interactions. As stated by Milman [2], the use of digital technology will allow students and lecturers in different places during the process learning. Many organizations get this attachment, one of them is Online Webinar which is engaged in the world of education in reducing the impact of Covid 19 transmission.

Research stated by Zhang et al., [3] shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime [4]. The use of cellular technology has a major contribution in the world of education, including the purpose of distance learning [5]. Various media can also be used to support the implementation of online learning. For example, virtual classes that use Google Classroom, Edmodo, and Schoology services [6][7], and instant messaging applications such as WhatsApp [8] Online learning can even be done through social media such as Facebook and Instagram [9]. Besides that, the using of videoconference application also be used to improve teaching and learning process as stated by Marlini [10] in her research about zoom for BIPA online

learning during Covid-19.

Zoom application is actually designed to make things keynote speaker and participant interactions easily in cyberspace. This application delivers opportunities for keynote speakers to explore scientific ideas it has to participants. Innovations provided by zoom application aims to help create active learning, effective, efficient and fun. By using zoom application, keynote speakers and participants can interact each other in virtual. As stated by Wagner [11] that the concept of interaction is defined as reciprocal events that require at least two objects and two actions which occurred when these objects and events naturally influence the others. Furthermore, in doing the communicative approach, it is very important to make the students become more active in the classroom even it is in online. It is supported by research that have been studied by Galegane [12] about classroom interaction directly. He mentioned that by using initiation, response, feedback analytical tool and sociocultural theory, it was found that the dominant classroom talk is in the feedback of interaction, 62 %, and the lecturers teaching style gave contribution in the quality of classroom interaction.

Based on the observation, there are so many online webinars were created by many organizations which uses an online learning system which has been recommended by Indonesian government. In this case, learning is carried out online by using zoom application as a media of learning and teaching process in online.

Related to this, this area of the study is an intriguing academic inquiry and it will focus on how the keynote speaker to participant interaction using zoom application during distance learning. Since there are three kinds of interaction in the classroom, it is necessary to limit the problem. The writer only focuses on keynote speaker and participant interaction. The writer limits the problem on the study on the keynote speaker to participant interaction using the zoom application during distance learning.

2. Method

The study applied descriptive research design by collecting data concerning the current status of the subject of the study. It was conducted to find out the keynote speaker to participant interaction using the zoom application during distance learning in online webinar.

This study design is used to fulfill the criteria of descriptive adequacy and explanatory adequacy based on Wegerif designed [13] and Flanders [14] by collecting the data, transcribing the utterances, identifying and categorizing the forms of interaction.

The population used in this study is the online webinar. Therefore, it was necessary to take a sample. The writer used cluster sampling technique to take the sample. According to Gay and Peter [15], cluster sampling means that the sampling in which groups, not individuals, is randomly selected. All the members of selected groups have similar characteristics. The reason to choose this sampling technique was because it is easier to construct the desire sample. And the way to determine the sample was by selecting randomly the groups' population. In taking the sample, the writer provided four pieces of paper into a box, in which of them was written the word "sample". Then, the writer took one of folded paper from the box. The paper written "sample" in it was selected as the sample of the study.

The technique of data collection in this study was documentation. After observing the interaction of keynote speaker to participant in zoom application, the writer sorted the written utterances which were considered in interaction in order to determine as the data. Then, the writer made document the interaction by copying them into the documentary sheet. The last, the interaction was analyzed as well.

The data was analyzed through interactive model of Bogdan and Biklen [16]. It was analyzed by doing some steps as can be seen in the following steps: (1) Organizing and breaking the data into manageable units. In this case, the data which were transcribed are put in the table by coding the names of the participants, (2) Synthesizing the data. In this case, the data was categorized by Wegerif [17] designed, namely: Initiation-Discussion-Response-Feedback (IDRF) designed, (3) Searching for patterns and discovering what would be important and what would to be learned. In this case, the data which was categorized were searched for the pattern for discovering what was be the important to be learned, and it was displayed in the findings into an easily understood explanation, and (4) Deciding what would be told others. In this case, this study gave the conclusion. The conclusion of the data was drawn or verified through studying the theories:

3. Findings

After analyzing the data, it was found that there were 154 occurrences of language interaction showed by keynote speaker to participants in online webinar by using zoom application. The findings obtained could be seen in the following table.

Table 1. The Form of Interaction Showed by keynote speaker to participants in online webinar

No	Form of Interaction	Total
1.	The Initiation Move	98
2.	The Response Move	30
3.	The Feedback Move	26
Total		154

Based on the table above, it described the keynote speaker to participants' interaction. It consisted of 98 expressions for the initiation move (I-Move), 30 expressions for the response move (R-Move), and 26 expressions for the feedback move (F-Move). Therefore, the most dominant form in online webinar by using zoom application found was the initiation move (I-Move).

There were 98 expressions of the initiation move (I-Move) expressed by the keynote speaker to participant in online webinar by using Google Classroom during the Pandemic Covid 19. According to Sinclair and Coulthard [18] and Rasku-Puttonen, Lerkkanen, Poikkeus and Siekkinen [19], the Initiation Move is the first part of talk during online webinar interaction. We can see from the keynote speaker's interaction, namely: 1) providing information, 2) asking questions, 3) checking understanding or directing the class to carry out a task, 4) keynote speaker supporting student's participation and, and 5) keynote speaker allowing the participant to initiate ideas.

The following data showed the keynote speaker expressed the initiation move in online webinar. It can be seen below.

Context : The keynote speaker tried to say something in the first meeting of the online webinar

KS : *Yang ingin karnyanya di review sambil menunggu bapak ibu yang ingin di review mungkin saya sampaikan beberapa pengantar atau mengingat kan kembali, materi dari awal sampai akhir dari pertemuan pertama, kedua, ketiga, keempat seperti itu mbak rere mungkin sambil menunggu.*

(For those who want their work to be reviewed while waiting ladies and gentlemen who want to be reviewed, May be I'll give some introductions or remind the material from the beginning until the end of our first, second, third, fourth meeting like that sis rere while waiting it).

The data above was one of the initiations move in online webinar interaction happened. The italic word above was one of the keynote speaker's utterances in doing her interaction in zoom application. The utterances showed that the keynote speaker gave information to the participant to begin their communication in zoom application.

Besides that, there were 30 expressions of the response interaction (R-move) found. Based on the Coulthard [20], Francis & Hunston, [21], Sinclair & Coulthard [22], Torrance & Pryor [23] and Hellermann (2003:89-90). The following expressions represent this interaction found in the data below.

Context : The participant asked how to manage the chapter in making a book.

KS : *aa siap... jadi begini ibu untuk yang sajian contoh itu sebaiknya bisa berupa contoh konsep atau contoh soal dan pembahasanya jadi soal dan jawabanya pembahasanya sedangkan jika soal Latihan ini akan di gunakan siswa untuk berlatih. Ketika sudah memahami materi itu mengerjakan soal paham atau tidak. Seperti itu. Jadi, yang soal Latihan jangan diberi kunci jawaban. Ya mungkin itu ya bu.*

(Aa ready... so here the answer, for those who present the example, it should be in the form of an example of a concept or an example of a question and the discussion becomes the question and the answer is discussion, whereas if it is a practice question, students will use it to practice. When you understand the material, do the question of understanding or not. Like that. So, don't give an answer key for practicing questions. Yes, may be that's it, mom).

Based on the data above, it can be seen the keynote speaker tried to give her response to the student's question. It can be seen from the sentence "aa siap... jadi begini ibu untuk yang sajian contoh itu sebaiknya....." (Aa ready... so here the answer, for those who present the example, it should be.....).

Finally, there were 26 During interaction in zoom application, the feedback move (F-Move) was also found. As stated by Hellermann [24] and Chin [25], there were ways which can be done in applying feedback move (F-Move), namely: 1) the keynote speaker 's repetition of a student's words acknowledges and evaluates participation while reshaping or revoicing that participation to meet the subject-matter agenda of the keynote speaker, and, finally, to shape the trajectory of the immediately following discourse, 2) the keynote speaker affirmed the participant's answer, 3) the keynote speaker accepted the answer and then asked another related question, 4) the keynote speaker corrected the answer, and 5) the keynote speaker evaluated comments or reformulating the question.

The following expression showed the keynote speaker utilized the feedback move (F-Move) to the participants in zoom application. It can be seen below.

Context : The keynote speaker examined the participants' task and gave some feedback related to.

KS : saya acak saja ni ya. *Nah ini mungkin punya bapak kepala madrasah dimana beliau telah membuat sebuah karya ilmiah jika kita lihat dari judulnya. Nah, menurut saya langkah baiknya jika kita mengubahnya tidak menjadi seperti karya ilmiah begini.....* barangkali itu, ada yang ingin ditanyakan bapak ibu? (I'm just random ya. Well, may be thie belongs to the headmaster of Madrasah where he has made a scientific work if we can see from the title. Well, I think it's a good step if we change it not to be like a scientific work like this.....Perhaps that, there us something you want to ask ladies and gentlemen?).

Based on the data above, it was found that the keynote speaker applied the feedback move (F-Move) in interacting to the participant in online webinar. The utterances "*Nah, menurut saya langkah baiknya jika kita mnegubahnya tidak menjadi seperti karya ilmiah beginibarangkali itu, ada yang ingin ditanyakan bapak ibu?* (Well, I think it's a good step if we change it not to be like a scientific work like this.....Perhaps that, there us something you want to ask ladies and gentlemen?)" was one of the feedbacks move in which keynote speaker gave feedback to the participants' task in examining it. She also accepted it, and asked a question more related to it.

4. Conclusion

As shown in the discussion that using initiation, response, feedback analytical (IRF) tool is very useful in analizing the classroom interaction. Based on the findings, there were 98 expressions for the initiation move (I-Move), 30 expressions for the response move (R-Move), and 26 expressions for the feedback move (F-Move). Therefore, it can be known that the most dominant form of online webinar by using zoom application was the initiation move (I-Move). In addition, the way of keynote speaker's interaction to participant gave many contributions in the quality of classroom interaction. For other reserachers, it is suggested that this study could be further expanded, elaborated, and explored in other field in order to contribute the development of classroom interaction even online or offline.

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