The Effectiveness of Constructivist Learning Method Through The Breakout Room Facility at Zoom Cloud Meeting

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Abstract

There are a number of variations in foreign language teaching methodologies. The turning towards constructivist learning where strategies throughout the learning process are applied by students through the help of teachers that changed the learning paradigm from merely translating and memorizing linguistic structures that are often done by students in Samarinda.They are currently learning although the strategy cannot be generalized. The following groups: metacognitive, cognitive, social and affective are classification of the strategy. In this study, the social strategies carried out through the e-learning platform by our foreign language learners are analyzed as well as constructivist learning, which is closely related to the use of social strategies promoted in this study after previous research (Sumarni. 2018) has described the mapping of foreign language learning strategies and become a reference for more in-depth research this time. For this descriptive analysis, 100 students from the University of 17 August 1945 Samarinda was selected and the instrument of a social strategy questionnaire (adapted by SILL 7.0 Version) was developed based on the strengths of this strategy, namely, asking, cooperating, empathizing and practicing during the method of the constructive learning through *The Breakout Room in Zoom Cloud Meeting.* In the name of establishing students as a center and to have a higher motivation in online learning during pandemic, this investigation deserves to be used as an appropriate recommendation.

Keywords : *social language learning strategy, constructive learning, e-learning*
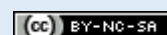
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Introduction

There are a number of studies in analyzing affective social learning strategies (Sumarni. 2021). In the research I have just published, I have described certain characteristics by the sample I took from a number of students from two different universities. Social strategy is a strategy that can be implemented during a pandemic, as I have found in my previous online research. However, this learning strategy can be done depending on the ability of learners and their teaching in using online learning platforms and good management. A number of researchers in including online learning platforms made a various innovation even there are results about the lack of use of these platforms

It turns out that there have been studies in the past that have described how virtual English learning is carried out until finally research on the use of various types of platforms has emerged even the use of online learning has started to bloom recently,. The use of the Moodle platform that was used at that time was still minimal, which was stated in a study that met up further research still needs to be done in relation to the management of learning in this era that demands the expertise of teachers in understanding technology (Daminova & Daminova, 2021). By using the Flipped Classroom, a number of researchers were able to properly implement their learning materials for their research subjects (Karmaker, n.d.). In another study, the use of Edmodo in social foreign language learning strategies motivates students to do many things (Wrahatnolo et al., 2019) Through MBCL, these researchers describe how they promote meaningful learning at the higher education level (Zhou & Lewis, 2021).

From this, it is illustrated that there is an opportunity for further analysis of how online learning methods take place and open up opportunities for constructive/cooperative learning to be researched (Etxebarria et al., 2012) . A number of researchers on their research subjects first did it. The concept known as collective intelligence as the basis for cooperation in language learning through a cooperative context applied the principles of cognitive psychology and a constructivist perspective to the concept of an e-learning strategy where this principle emphasizes procedural elements in the knowledge building process (Almusharraf & Almusharraf, 2021). In a case study conducted by one researcher, he concluded that "on the whole, the social constructivist style of instructional strategy appears to hold promise for facilitating adult learning, which not only helps change students' perceptions of online learning, but also helps them to learn in a better way." collaborative, authentic, and responsible" (Ruey, 2010)

Based on the findings that have been stated above, this research implements social strategies in learning and teaching English in a cooperative learning construction. How to organize existing platforms and synergize them with the choice of social strategies in learning and teaching English. This study tries to examine social practices in virtual language learning at the University level on an ongoing basis in the context of e-learning and the use of the Zoom Cloud Meeting virtual platform as a basic tool for learning to obtain the characteristics of cooperative/constructivist learning by using strategies social. The virtual learning context is not impossible to do and is actually strong enough to be carried out more thoroughly and in a larger number of research samples, as I have proven the success of using platforms for online learning in a small research sample (Sumarni & Utomo, 2021). The results of my research in that year then became the main reference for researching the use of constructivist learning strategies that are very possible to do virtually or online during a pandemic, post-pandemic and even as an alternative learning reference in normal situations.

Sosial Srategi
The crucial functions of social language learning strategies in foreign language teaching is the formation of students' motivation and enthusiasm to communicate using the target language. Those are asking questions in a foreign language, receiving answers, correcting mistakes, establishing cooperation, trying to learn the feelings and thoughts of people from the targeted culture (Habók et al., 2021). The social environment and oral communication is determined by this strategy, therefore these skills must be carried out (Berg et al., 2021). The

seeking of nteractive activities both between teachers and students as well as between students and other students in their learning environment is something crucial (Kashefian-Naeeini & Maarof, 2010).

Some of the social strategies which can be used to learn a foreign language are the following (Saydı, 2007:52 in (Mehmet, 2016) such as : reaching clarity: displaying a clear definition of information in the language learning; 2) confirmation of knowledge: dealing with different sources - of situations to have same meaning and avoiding some mistakes; 3) establishing cooperation: facilitating the targeted language into the part of the students' life during the process of language learning; people who have enough knowledge and skills in the target language established the cooperation. 4) cultural sensitivity: the different cultures is attempted for the students to learn in the process of language learning and thoughts of their friends who belong

Constructive Learning
The operationalization of a constructivist learning environment advocates group collaboration in the solving of problems ,(Hunter, 2015 cited in (Tuzlukova & Heckadon, 2020). As well, constructivist learning calls for the instructor to play the role of facilitator; aiding students to become active learners in their own learning, through the meaningful connection of prior knowledge with new knowledge as they construct their own mental representations of the world around them, is characteristic of the constructivist learning classroom (Olusegun, 2015 cited in (Tuzlukova & Heckadon, 2020). Key aspects include (Tuzlukova & Heckadon, 2020): (1) knowledge construction must be experiential; (2) information must be actively sought, organized, analyzed, and interpreted; (3) learning must be embedded in realistic contexts involving social experience; (4) learner self-awareness must be encouraged; and (5) learners must be given the chance to express their voice, giving them agency.

In this study, the jigsaw technique through the Breakout Room the measurement of the constructive learning method was used. Students studied in small groups consisting of four to six people heterogeneously by using The Jigsaw technique as a cooperative learning method . Toward positive interdependence and responsible independently, students work together. Because English social learning strategies are also the focus of research, the measurement of the parts of this strategy remains the main discussion. In the social strategy there are activities of asking, answering, confirming, elaborating and collaborating on the performance of activities. In this jigsaw technique, discussion activities are divided into two activities. In the first group discussion, students discussed the material as a whole, while in the second group discussion, students were divided and gathered according to the division of tasks that had been made in their previous group in the first group discussion. At the end of the learning activity, each student returned to the First Group to bring the results of the discussion in the Second Group which were discussed in plenary together with the other groups.

E-Learning
E-learning is a innovation learning model without placing students face to face in class during the learning process. (Lam et al., 2021) defines E-learning as a shape designed to avoid the limitations between educators and students because E-learning is a platform where space and time and learning can run and ignore both that matter even educators and students do not have to be in one place.

There are many E-learning applications that can be used to date, such as Edmodo, quizzes, Moodle, Google Forms, Schoology, and many more (Tawab & Soliman, 2021) . It explains that by using e-learning, there is an improvement in the activeness of learners to apply language and the challenging to soundd it, so that there is a positive impact on their appearance. (Karaoğlan Yılmaz, 2021) in his research related to Moodle concluded that Moodle is a tool that can transform social action into a more realistic and reasonable method, and provides a simple view of the technical use of learning strategies that support learners in understanding and obtaining information online.

From the explanation above, it can be concluded that the E-learning platform consists of various types and depends on the function of its use in learning. Based on several studies, it is stated that E-learning really helps the online learning process and further enhances student activity, but traditional learning is still very much needed in this case so that the essence of teaching can be achieved completely.

Method
The population of this study was still at the University of 17 August 1945 Samarinda students in semester 2 with the same sample in the previous study, which was approximately 100 people, but only 56 people were involved

in discussion activities through *Zoom Cloud Meetings* and only 19 people used the Jigsaw technique in the *Breakout Room*. The object of this study is reading score. This research used a questionnaire as an instrument of SILL 7.0 version adapted by Oxford . To collect student feedback data on this implementation, a survey was used which was made in a Google Form in which this form was sent to the research sample in the form of a link.

This research used descriptive statistic analysis by assessing amount of students responses from each statements. The constructive method applied is by first introducing the Breakout Room, one of the interacting facilities on the Zoom Cloud Meeting platform where previously this facility was not used. In the *Breakout Room*, Samples are placed in certain groups to discuss the assigned tasks. This activity was carried out in 3 meetings, and got a positive response from students through improving learning outcomes that could be shown by them. Next, using *Breakout Room,* the Jig Saw technique was introduced which is part of the constructive learning method. This aims to make the management of the constructive method with the help of the *Breakout Room* run well where collaboration and elaboration between students online can be carried out.

Result

1.The frequency of student activities in groups through various online learning platforms.

Table 1. Frequency of student activities in groups through various online learning platforms

No.	Statements	Students' Responses
1	When I don't know the contents of my audio recording…	
	a. ask directly about it in the zoom forum	37,5 %
	b. I send messages via chat on social media	48,2 %
	c. I sent a message via chat on the zoom forum	14,3 %
2	when I don't know the answer to task 1 and task 2 of an audio recording, then…	
	a. I asked through the breakout room forum	46,4 %
	b. I send messages via chat on social media	42,9 %
	c. I sent a message via chat in the breakout room	10,7 %
3	when I want to conclude an audio recording, then…	
	a. I discussed this through the breakout room forum	66,1 %
	b. I send messages via chat on social media	23,2 %
	c. I sent a message via chat in the breakout room	10,7 %
4	I use chat to...	
	a. to know the news of friends	21,4 %
	b. learning activities	46,4 %
	c. collaborate/elaborate listening material	32,1 %
5	When I need suggestions and corrections from the results of my thoughts, then...	
	a. I asked for it via the zoom forum	8,9 %
	b. I asked for it through social media	51,8 %
	c. I asked directly in the breakout room	39.3 %
6	When I understand the course material I share that knowledge	
	a. directly through the breakout room	41,1%
	b. by chatting via social media	50 %
	c. other platforms	8,9 %
7	breakout room is one of the references for cooperative learning	
	a. don't agree	1,8 %
	b. Agree	87,5 %
	c. strongly agree	10,7 %
8	the breakout room can be used optimally if the duration of the discussion is held longer	
	a. don't agree	21,4 %
	b. agree	66,1 %
	c. strongly agree	12,5 %
9	breakout room can be used optimally if used in small groups of no more than 5 people.	
	a. don't agree	30,4 %
	b. agree	60,7 %
	c. strongly agree	8,9 %
10	breakout rooms can be used optimally if the online support infrastructure runs well	
	a. don't agree	
	b. agree	7,1 %
	c. strongly agree	71,4 %
		21,4 %

Table 1. describe student activities in groups and their perspectives on online learning using What's App and Breakout Room. Through the network, students in this case are the sample of this research, using various learning platforms. For activities that require longer communication, students still rely on What's App as the most frequently used platform choice (statements number 1.5 and 6). However, the zoom platform, which is facilitated

by the Breakout Room, is still the choice of students to complete their discussion activities (statements number 2 and 3). While the other statements are their perspective on the two platforms.

For activities asking and giving answers, the frequency of use of the two platforms is almost equal (*I send messages via chat on social media = 48.2% and ask directly on the zoom forum = 37.5% of responses formed*) and *(when I understand the material) In my lectures, I share this knowledge by chatting via social media = 50% and directly through breakout rooms = 41.1% of responses formed)*. On the other hand, for activities that require clarification of the answers they have shared with each other, they also use a breakout room (*when I don't know the answer to task 1 and task 2 from an audio recording, then I ask through the breakout room forum = 46.4% response formed*) and (*when I want to conclude an audio recording, then I discuss it through the forum breakout room = 66.1%, the response formed*).

2. The frequency of student activities when discussing through the Jigsaw technique using a breakout room
Table 2. the frequency of student activities when discussing through the Jigsaw technique using a breakout room

No.	Statements	Students' Responses
1	When I didn't understand the meaning of audio recording I heard, I	
	a. directly, asked to discussion group in breakout room	84,2 %
	b. wrote a chatting di breakout room	5,3 %
	c. wrote in chatting di WA/LINE	10,5 %
2	The audio recording quality when asking in breakout room is	
	a. poor	0 %
	b. good	47,4 %
	c.very good	52,6 %
3	I ask and give any answering di FIRST GROUP and SECOND GROUP	
	a. I was less in doing it	5,2 %
	b. I usually do that	63,2 %
	c. I always do that	31.6 %
4	I discussed to form an initial understanding that collaborated each other's thoughts with friends…	
	a. I don't do that much	5,2 %
	b. usually i like that	63,2 %
	c. I'm always like that	31,6 %
5	I sat listening to the ongoing discussion, IN THE FIRST GROUP (discussing A_B_C_D audio), because...	
	a. I don't understand the contents of the audio recording at all	0 %
	b. I understand a little about the contents of audio recording	26,3 %
	c. I understand a little about the contents of audio recording and want to try to discuss	15,8 %
	d. I understand but I hesitate to express my opinion because I am shy	21,1 %
	e. I understand and I try to express my opinion	36,8 %
	f.I understand and I am confident to express my opinion	0 %
6	I sat listening and listening to the ongoing discussion, IN THE SECOND GROUP (discussing the same type of audio), because...	
	a. I don't understand the contents of the audio recording at all	0 %
	b. I understand a little about the contents of audio recording	16,7 %
	c. I understand a little about the contents of audio recording and want to try to discuss	16,7 %
	d. I understand but I hesitate to express my opinion because I am shy	11,1 %
	e. I understand and I try to express my opinion	38,9 %
	f.I understand and I am confident to express my opinion	16,7 %
7	The discussion in the FIRST GROUP helps to form an initial understanding of a listening resource	
	a. don't agree	5,3 %
	b. Agree	78,9 %
	c.strongly agree	15,8 %
8	Discussion in the SECOND GROUP helps build confidence to share information from a listening source	
	a. don't agree	
	b. Agree	57,9 %
	c. strongly agree	42,1 %
9	The discussion in the SECOND GROUP completes the understanding of sharing information from the same listening source, because	
	a. I have understood since the first group	15,8 %
	b. I sat listening and other friends helped understand it	15,8 %
	c. I discuss it	31,6%
	d.I elaborate, request and share information	36,8 %
10	Jigsaw method, help me with	
	a. to be a good listener	5,3 %
	b. to be a good listener	5,3 %
	c. formation of thought processes	26,3 %
	d. establishment of resume process	36,8 %
	e. the formation of the process of answering questions	26,3 %

After the discussion in the first table which focuses on the use of online platforms during the application of constructive learning methods in social strategies, the discussion for table 2, the researcher explains the effectiveness of these constructive learning methods in student activities using these online platforms.

In table 2, the data collected shows that there are varied responses from students who use this technique. In the questioning activity, 82% of students dominantly used the Breakout Room (*when I didn't understand the meaning of the audio recording that was being played, I asked directly in the breakout room foru*m). In the discussion activities, 63.2% of them were used to using this technique frequently with the help of the Breakout Room (*I used to ask and give answers when I gathered in THE FIRST GROUP and THE SECOND GROUP*) and (I *used to discuss to form an initial understanding that collaborated each other's thoughts*). each to friends).

In table 2. as many as 26.3% of students have gained a little understanding of listening material but have not dared to express opinions, 15.8% have wanted to express opinions, 21.1% are hesitant because they are embarrassed to express opinions and . 36.8% of students gain understanding and try to express opinions in the discussion. All of these data were obtained in the activities in the First Group discussion. When the activity of understanding the material was carried out in the Second Group discussion, there was an increase in student confidence. There are 38.9% of students have understood the listening material and tried to express opinions and 16.7% of students are confident to express their opinions.

a. Reflection on Student Learning on the Constructive Learning Method through the Breakout Room.

When students were asked about their reflection on their learning in this research, the information that was collected was as follows:
a) As many as 78.9% of students agree and 15.8% strongly agree, the discussion in the First Group helps to form an initial understanding of a listening source.
b) As many as 57.9% of students agree and 42.1% of students strongly agree, Discussion in the Second Group helps build confidence to share information from a listening source
c) When asked what the reasons behind their statement about the discussion in the Second Group were, the information they received was varied. As many as 15.8% said I had understood since the first group, 15.8% said I sat listening and other friends helped understand it, 31.6% said I was active and discussed listening material and 36.8% I elaborated it, asking and share information.

b. Reflection on the use of Social Strategies in the Constructive Learning Method through the Breakout Room. In this study, data on which activities in the social strategy succeeded in dominantly shaping their understanding of the learning material they discussed, the student's reflection on learning, among others: as many as 5.3% of students became good listeners, 5.3% of students became good listeners. good listeners, 26.3% of students occurred in the formation of a thought process, 36.8% of students occurred in the formation of a resume process and 26.3% of students occurred in the formation of the process of answering questions.

Discussion

The implementation of social strategies in learning and teaching English in an online cooperative and constructive learning construction has been successfully carried out as has been done by previous researchers based on a number of data collected in this study (Muhayyang et al., 2021)

The management of the use of existing platforms and synergizing them with the choice of social strategies in learning and teaching English is well formed. As has been done by several previous researchers (Y. Li & Medic, 2021), (Чижикова, 2021), (Almusharraf & Almusharraf, 2021). A study using the MyFPGA platform in providing English language teaching found that the platform can be an effective tool for teaching Digital Logic courses (J. Li et al., 2020) using the Zoom Cloud Meeting platform is an alternative online learning platform that is able to facilitate interaction between teachers and students. However, for certain things, such as confirmations that are deeper and more personal, students still use What's Application social media to send some information.

The creativity of the teacher in determining the use of one of the tools in the Zoom Cloud Meeting, namely the *Breakout Room*, is a good recommendation to support online learning that prioritizes students as the center of learning activities within a constructive learning framework. That way, the social learning strategy which is the

choice of student learning strategy can be accommodated by using constructive learning methods in this case the use of Jigsaw techniques through *the Breakout Room* . The formation of the thinking process, the formation of the resume process and the formation of the process of answering student questions occurred convincingly where previously students could listen, help friends to understand listening material, be active when discussing listening material, and they were able to elaborate what they know. As something similar has been published by a study (Nastasi & Clements, 1991)(Y. Li & Medic, 2021)

Good management of learning methods is the most important part for a teacher (Maor, 2003). Planning and organizing things related to the learning and teaching process requires a variety of strategies. This also applies to the Covid-19 pandemic situation, which has been felt by various people in various parts of the world. This pandemic finally demands drastic changes in various sectors, especially in the education sector and requires educators to introduce various constructive methods to certain learning strategies (Hrastinski, 2009).

Conclusion

Based the explanation above, different social strategies that can be applied in the process of constructive methods in virtual learning can be recommended and transferred in the form of useful information. Through this method, researchers can observe both typologically in the form of characteristics and advantages of the social strategy through various platforms and social media available. It is necessary to be continued by deep investigation for other psychological aspects, namely anxiety, self-perception, self- efficacy or any side from the human being to engage their selves become more talkative in interactive learning as reported in this research even this research was conducted well.

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