

English Students' Perception on the Use of Zoom in Online Learning in the Covid-19 Pandemic

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Abstract

The purpose of this research was to determine the perception of English students about the use of zoom and English students' perception on the use of features in the Zoom application media in online learning in the COVID-19 pandemic. The use of Zoom was an application media that can support online learning as one of the impacts of COVID-19 that all learning activities implement online classes. This research used quantitative descriptive approach that focus on survey research. The subjects of this research were 107 students in the English Department batch 2017, 2018 and 2019 classes, each class representing one class of STKIP PGRI Jombang. The students score adapted from the Abaci, S., Goodrum, D. A. (2016) questionnaire as the instrument to collect the data. The result showed that English students showed a positive perception in using Zoom. The emphasis is placed on the impact on online learning and the usefulness feature of Zoom. Explicitly, 74,76% of responses tend to choose strongly agreed and agreed compare to 25,23% of responses choose disagreed and strongly disagreed. Accordingly, Zoom class can be used as a learning tool to improve students' positive perceptions in online learning. Hence, the positive impact of using Zoom for students proves its benefits.

Keywords: Students' Perception, Zoom, Online Learning

Introduction

Education is very important because education is a weapon that has the power to change the world. The process of education at school is inseparable from technology. Technology and education are two inseparable things in this globalization era. (Fraser, 2000) states that teachers need to be given subject matter to make the teaching process more effective. As an educator, a teacher must pay attention to technology, because technology can help them to teach students, not only face to face in class with students, but also outside the classroom through social media or websites, or commonly referred to as e-Learning. E-Learning itself means learning that uses electronic devices as equipment (Soekartiwi, 2003).

The use of technology as a web-based or online learning model in this era is effectively used combining both face-to-face learning and online learning. However, as an impact of COVID-19 pandemic the government regulates to conduct the teaching and learning process at home by implementing a full online learning (**SE Disdik DKI Jakarta 32/2020**). In this situation the use of technological media and application are expected to help the process of learning which is implemented fully online. With the use of those media and application the students can continue to socialize with classmates, watching lectures and participating in course-specific discussions.

Currently, there is an application that can carry out online learning activities together such as in face to face meeting without having to meet physically. Zoom Cloud Meeting is an application that can support communication needs anywhere with many people without having to meet physically. Zoom cloud meeting has some interesting features to help the process of online teaching and learning. The features are sharing screen, recording video, Q&A/chat, whiteboard, join, schedule, raise hand, document sharing, virtual background, and touch up my appearance.

In the process of achieving learning objectives, it is very necessary to have good students' perceptions in carrying out these activities. Students' perception of the learning process is more or less influenced by their beliefs (Wijiarti, 2016). Good students' perception determines the smooth learning process and also illustrates a learning whether there has been a good interaction between lecturers and students, and students and students. Therefore, the perception of students here is very closely related to the success that will be achieved from learning online.

Based on the description above, the researcher intends to conduct research on English student' perception in using ZOOM application media in online learning in students' at STKIP PGRI Jombang in the COVID-19 pandemic.

Method

Research Design

This research is a survey research. It is non-experimental research. According to (Creswell, 2012) survey designs are procedures in quantitative research in which give a survey or questionnaire to a small group of people (called the sample) to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the

population). Specifically, this research uses a descriptive quantitative approach. (Cresswell, 2007) states that research approach is crucial as one of the effective strategies in order to increase the research validity.

Participants

The researcher conducted the research at English Department of STKIP PGRI Jombang. In this research, the research applied cluster sampling. The population of this research is the English Department of STKIP PGRI Jombang class of 2016, 2017, 2018 and 2019. The researcher eliminated 2016 because the lecturers of the class did not use zoom application in online learning. While the sample of this research is class of 2017 B, 2018 A, and 2019 A. The total of the sample are 107 students of English Department at STKIP PGRI Jombang.

Instruments

In this research, researchers used a questionnaire as an instrument to find research results. Here, students' perceptions will be measured by a questionnaire as the research instrument adapted from (Abaci, 2016) as reference. The content of questionnaire is 20 questions that following some section, those are: Student Survey – Impact on Learning (10 questions) and Student Survey – Feature Usefulness (10 questions). The answer for each item uses a Likert scale. In this research, each questionnaire item has a level from very negative to very positive 1 - 4 with scale strongly disagree, disagree, agree and strongly agree.

Data Analysis

In this research, data are analyzed quantitatively to answer the research questions. As discussed in the data collection procedures section, the data in this research are collected by using questionnaire. After the online questionnaire is distributed, the data collected are going to be analyzed descriptively with the help of SPSS program that involved the mode (frequency), percentage and mean in order to identify the students' perception on the use of zoom in online learning in the COVID-19 pandemic to answer the research questions.

Findings

Table 4.1 The main finding

No	Indicator	Positive Perception					Negative Perception				
		SA		A		Total	D		SD		Total
		F	%	F	%		F	%	F	%	
1.	Impact on Learning	104	97.2	672	628.0	776	260	242.10	34	31.8	294
2.	Feature Usefulness	123	114.1	701	655.2	824	192	179.4	54	50.5	246

Total	227	1373	1600	452	88	540
%	74.76			25.23		

Data obtained shows that of 2140 responses 74.76% (1600 responses) strongly agree and agree whereas 25.23% (540 responses) disagree and strongly disagree. Thus it can be concluded that students tend to have positive perceptions about the impact on learning and the use of features on the use of zoom in online learning.

Table 4.2 Students' perception the impact on learning

No	Statement	Positive Perception					Negative Perception				
		SA		A		Total I	D		SD		Total I
		F	%	F	%		F	%	F	%	
1.	Zoom helped me to communicate with my lecturer.	23	21.5	74	69.2	97	7	6.5	3	2.8	10
2.	Zoom helped me to communicate with my classmates.	21	19.6	71	66.4	92	14	13.1	1	0.9	15
3.	Zoom helped me to attend class meetings or presentation remotely.	20	18.7	70	65.4	90	16	15.0	1	0.9	17
4.	Zoom helped me to feel a sense of community and social presence.	6	5.6	73	68.2	79	22	20.6	6	5.6	28
5.	Zoom helped me to collaborate with my classmates.	5	4.7	66	61.7	71	32	29.9	4	3.7	36
6.	Zoom helped me to learning the materials in online learning.	2	1.9	74	69.2	76	28	26.2	3	2.8	31
7.	Zoom helped me to make efficient use of my time in online learning.	6	5.6	56	52.3	62	41	38.3	4	3.7	45
8.	Zoom helped me to be in control of my own learning in online learning.	6	5.6	63	58.9	69	34	31.8	4	3.7	38
9.	Zoom allowed me to express myself and my ideas in new and creative ways.	7	6.5	67	62.6	74	29	27.1	4	3.7	33
10.	Zoom was beneficial to my overall learning.	8	7.5	58	54.2	66	37	34.6	4	3.7	41
Total		104		672		776	260		34		294
%						72.52					27.47

Data obtained shows that out of 1070 responses 72.52% (776 responses) strongly agree and agree while 27.47% (294 responses) disagree and strongly disagree. Thus it can be concluded that students tend to have positive perceptions about the impact on learning and the use of features on the use of zoom in online learning.

No	Statement	Positive Perception					Negative Perception				
		SA		A		Total	D		SD		Total
		F	%	F	%		F	%	F	%	
1.	[Screen Sharing] I could see and learning material easily and clearly by using screen sharing features.	19	17.8	74	69.2	93	11	10.3	3	2.8	14
2.	[Recording of video and shared content] Recording of video and shared content helped me to record video call, class meetings or presentation during online learning.	10	9.3	77	72.0	87	16	15.0	4	3.7	20
3.	[Q&A/Chat] The use group messaging including chat made me easier to talk and express ideas without scrambling, noisy and chaotic during online learning.	9	8.4	74	69.2	83	19	17.8	5	4.7	24
4.	[Whiteboard] Whiteboard feature helped me to understand the lecturer's explanation clearer.	8	7.5	65	60.7	73	29	27.1	5	3.7	34
5.	[Join] I could join class meetings or presentations easily by using join feature.	16	15.0	76	71.0	92	11	10.3	4	3.7	15
6.	[Schedule] Schedule helped me to memorize the meetings so that I will not forget or miss the meetings.	19	17.8	67	62.6	86	16	15.0	5	4.7	21
7.	[Raise hand] The use of raise hand feature could maintain orderliness of the class meeting when I want to ask.	8	7.5	75	70.1	83	20	18.7	4	3.7	24
8.	[Document Sharing] Document sharing helped me to access documents easily.	11	10.3	71	66.4	82	21	19.6	4	3.7	25
9.	[Virtual background] Virtual background made the meetings or presentations classes interesting.	10	9.3	64	59.8	74	24	22.4	9	8.4	33
10	[Touch up my appearance] Touch up my appearance made me more comfortable and confident during class meetings or presentations.	13	12.1	58	54.2	71	25	23.4	11	10.3	36
Total		123		701		824	192		54		246
%						77.00					22.99

Data obtained in the table above shows that out of 1070 responses 77.00% (824 responses) strongly agree and agree while 22.99% (246 responses) disagree and strongly disagree.

Thus it can be concluded that students tend to have positive perceptions about the use of features in using zoom in online learning.

Discussion

The first analysis is the primary analysis of students' perceptions of using zoom. The questionnaire consists of two indicators, namely students' perceptions on the use of zoom on the impact of online learning, and students' perceptions on the use of features usefulness in using zoom in online learning. The result of data analysis shows that out of 2140 responses, 74.76% (1600 responses) strongly agreed and agreed, while 25.23% (540 responses) disagreed and strongly disagreed. Thus it can be concluded that students tend to have positive perceptions of both indicators about the impact on learning and the usefulness of features on the use of zoom in online learning. That is, students feel that the use of the zoom application media technology is beneficial for them in conducting online learning. This result is similar to (Tanjung, 2020), that the application of technology in learning English has a positive impact, students' perceptions about the application of technology in learning English are mostly positive. Students are interested in online learning using technology media. The finding also means that students benefit when using Zoom media technology.

The second analysis analyzes more specific about the perception of English students focuses on the impact in learning in the COVID-19 pandemic. This questionnaire consisted of ten statements. The result of data analysis showed that out of 1070 responses, 72.52% (776 responses) strongly agreed and agreed, while 27.47% (294 responses) disagreed and strongly disagreed. Although the lowest, but more than half of students tend to respond to positive perceptions. Thus it can be concluded that students tend to have positive perceptions about the impact on learning and the use of features on the use of zoom in online learning. The results enrich the findings of the study on students' perception of the use of technology in learning (Tanjung, 2020; Binti Mistar, 2016). Apparently, the tendency of positive perception is not only on the use of Whatsapp in online learning (Binti Mistar, 2016) but also on the use of media Zoom technology in the learning process.

The last analysis is about students' perceptions about the use of features in using zoom in online learning. The questionnaire consisted of ten statements. The result of data analysis shows that from 1070 responses, 77.00% (824 responses) strongly agree and agree, while 22.99% (246 responses) disagree and strongly disagree. Thus it can be concluded that students tend to have positive perceptions about the use of features in using zoom in online learning. The results are similar to (Amalia, 2018) in which students have a positive perception of the use of Schoology technology media. Amalia (2018) reveals that the ease in using Schoology is due to the familiarity of students with the use of online technology. Further, the results of this research are also similar to (Siahaan, 2020), the use of Edmodo technology media provide increased language skills, develop interaction and communication and increase freedom to share their ideas and creativity. This also means that students' positive perceptions is not only on the use of technology media, Whatsapp, Schoology and Edmodo, but also on the use of zoom.

Conclusion and Suggestions

The results of the data analysis show the tendency of positive perception on the use of Zoom in online learning during the COVID-19 pandemic. Explicitly, 74,76% of responses tend to choose strongly agreed and agreed compare to 25,23% of responses choose disagreed and strongly disagreed. Based on the results, it can be concluded that the use of zoom in online learning in the COVID-19 pandemic tends to encourage positive perceptions of English Department students at STKIP PGRI Jombang.

Based on the conclusions above, the researcher suggests the student to maximize the use of Zoom as an online learning medium. In this way it will help to increase the quality of the online learning process. Then the researcher wants to provide suggestions for further researchers. Data collected only take part of the entire population of the English department and produce the results of the research described above. Thus, the results cannot be generalized to all higher education institutions in STKIP PGRI Jombang. Therefore, further research is recommended to collect data from other various batch to get various data to contribute a better suggestion for online learning at STKIP PGRI Jombang.

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