

Students' Perceptions in Using Zoom Video Conference as a Learning Media

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Abstract

This research aimed to determine students' perceptions toward using zoom as a learning medium during online EFL (English as a foreign Language) learning. This research also uses a qualitative descriptive method. Data sources were obtained from 50 of 8th-semester students by distributing questionnaires, and ten randomly selected students for interviews. The results of the questionnaire obtained were processed using quantitative and interviews by entering interview transcripts. The results of this study indicate that students have positive perceptions and attitudes about using zoom as a learning medium during online EFL learning. Students who consider zoom, a video conferencing technology that assists students with online learning and does not restrict discussion in English, can also utilize zoom to improve and enhance their English. Zoom allows us to have a virtual classroom and it is the ideal choice for learning, discussing, and attending meetings and webinars since its functions allow students to communicate with both the instructor and their peers at the same time, anywhere as learning media.

Keywords: EFL, Perception, Zoom, Media

Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan zoom sebagai media pembelajaran selama pembelajaran online Bahasa Inggris sebagai Bahasa asing. Penelitian ini juga menggunakan metode deskriptif kualitatif. Sumber data diperoleh dari 50 mahasiswa semester 8 dengan cara menyebarkan angket, dan sepuluh mahasiswa yang dipilih secara acak untuk wawancara. Hasil angket yang diperoleh diolah secara kuantitatif dan wawancara dengan memasukkan transkrip wawancara. Hasil penelitian ini menunjukkan bahwa siswa memiliki persepsi dan sikap positif terhadap penggunaan zoom sebagai media pembelajaran selama pembelajaran dalam jaringan Bahasa Inggris sebagai Bahasa asing. Siswa yang mempertimbangkan zoom, teknologi konferensi video yang membantu siswa dalam pembelajaran dalam jaringan dan tidak membatasi diskusi dalam bahasa Inggris, juga dapat memanfaatkan zoom untuk meningkatkan dan menyempurnakan bahasa Inggris mereka. Zoom memungkinkan kita memiliki ruang kelas virtual dan merupakan pilihan ideal untuk belajar, berdiskusi, dan menghadiri pertemuan dan webinar karena fungsinya memungkinkan siswa untuk berkomunikasi dengan instruktur dan teman-temannya pada saat yang sama, di mana saja sebagai media pembelajaran.

Kata Kunci: EFL, Persepsi, Zoom, Media

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INTRODUCTION

The utilization of information and communication technology in the field of education, such as the use of computers and networks, provides an opportunity for everyone to access learning materials (Ilhomovna, 2023) presented in interactive form through computer networks. At this time, Information and Communication Technology has become part of the student's lifestyle, especially in education. Science and technology encourage the application of technical outcomes in the learning process as it develops. Furthermore, teachers always discover that they may use or apply current specialized instruments in accordance with the times.

Previous research states that technological developments provide changes to the teaching and learning process to improve the process of virtual education (Kadhim et al., 2023). The internet network is increasingly wide and sophisticated to facilitate the learning process. Courage-based learning (online) is needed as a means or tool to support the current learning process, especially during the current pandemic. During this COVID-19 pandemic, all schools and universities are conducting online learning (Sofi-Karim et al., 2023). However, online learning is not practical because of the lack of efficiency of technology, the difficulty for students to understand the concept textual, and online learning causes social isolation and results in students needing to develop the necessary communication.

Many students who operate gadget applications find it easy to understand what they read from the text using various applications such as Google Meet (Huriyah, 2023), Quipper School (Gunawan et al., 2023), Quiziz (Fadiyah et al., 2023), Google Classroom (Nuryatin et al., 2023), Webex Meet, Zoom (Huriyah, 2023), and WhatsApp (Siregar et al., 2022). Currently, numerous applications are being developed for technological advances in education, and we also strongly support the development of learning media. The media is a tool for providing knowledge and information in education. Media is a tool for more effective communication between teachers and students while studying at school (Purwanto et al., 2023). Learning media can convey information, messages, and especially materials, making it easier for educators to provide materials to their students.

Zoom platform can be adopted for organizing workshops and meetings, and for teaching (Anene & Idiedo, 2021). The Zoom App is one of the most used platform forms. Zoom is a cloud-based video web conferencing application that provides web conferencing and online conferencing that provides group messaging and session recording to 1000 video participants and 10,000 viewers. The main features are clear video and sound, group messaging, full-screen display, simultaneous screen sharing, a small meeting room (Souza et al., 2023) where participants and students can be divided into small groups, organizers and teachers visit each group to see how the presentation and conversations between participants took place and the display board.

Furthermore, Zoom Video Conferencing is more stable and allows for longer video calls. This Zoom application can be downloaded from the Google Play Store for free and is relatively easy to use. It is now a hot topic among students in the education world (Xing & Qi, 2023), as many students and teachers use it. Zoom is one of the communication media that supports work during a corona pandemic and one of the work tools of work from home (Schulz et al., 2023). The Zoom application helps company employees, students, teachers, and scholars (Assaly & Atamna, 2023; Cummins et al., 2023) promote activities and conduct educational and learning activities. Zoom features may initially be difficult to access. Students also mention that bad internet bandwidth has effects such as faint voice on online platforms, poorly delivered materials, lack of direct lecturer-student interactions, noise, and wasting a lot of internet quota (Ramsook & Thomas, 2019).

However, teachers and students still use the zoom application because it makes it easier to manage lessons in online learning and convey information quickly and accurately to students without

having to meet or meet face-to-face. Zoom is also easily accessible (Lufungulo et al., 2023) to every participant among students during this pandemic. It also has a negative impact on its use, namely students and lecturers experience boredom when studying online, and it is also difficult to understand students' abilities from a distance.

Currently, the learning system is being replaced with an online system approach due to situations where face-to-face meetings are not possible, namely the COVID-19 pandemic. As a result, learning must be done online and cannot be face-to-face. In order to stop the virus's spread, educational institutions have been obliged to adapt to e-learning (Maatuk et al., 2022) using existing platforms for learning, despite the obstacles that this fast transition presents. Based on the explanation above, a study of student perceptions of using Zoom video conferencing for EFL learning is important because lecturers need to know how students perceive using Zoom video conferencing in EFL learning and how they use it as a media for language learning. It is also essential in this pandemic and as a new, more effective learning media because all levels of education must move to online learning. This research is also expected to contribute to the world of education in Indonesia by finding out how students perceive using Zoom video conferencing in EFL learning during the pandemic and in distance EFL learning.

METHOD

This research conducted at English Education Study Program of 8th semester at University of Muhammadiyah Sumatera Utara in Indonesia. This type of research is survey research designs to procedure in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). This research is also supported by Davis's (1989) theory, namely TAM theory as a theoretical framework to analyze students' perceptions and attitudes based on Perceived Ease of Use (PEOU) and Perceived Usefulness (PU), which in the development of TAM factors that influence User Attitude (UA) and Intention to Use (IU) as indicator instruments consists of 20 statements. Zoom. With the TAM approach and theory, the researcher hopes that this research can explain students' perceptions and attitudes toward Zoom in EFL learning. Sampling in this study by means of a random sample were 50 students. Because random sampling is used to take sample members from the population is carried out randomly regardless of the level that exists in the population (Sugiyono, 2013). Data collection techniques by filling out google form questionnaires with Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) and interviews.

RESULT AND DISCUSSION

In analyzing the data, the researcher used the Google form as a medium to submit several statements relating to students' perceptions of using the Zoom application as a learning medium. Then, after getting the results from the g-form, interviews were conducted to support student answers.

The following are the results of each indicator, namely as follows:

Table 1. Perceived Ease of Use

Aspects	SD (%)	D (%)	N (%)	A (%)	SA (%)
Zoom makes it easy for me to follow courses anywhere and anytime.	0%	0%	10%	38%	52%
The menu on Zoom is clear and easy to reach for me to use.	0%	2%	12%	30%	56%
I can use Zoom easily without any problem.	0%	4%	32%	38%	26%
Zoom is easy to use as a learning tool for me.	0%	0%	10%	48%	42%
I find it easy to get material via Zoom.	0%	10%	24%	34%	32%

Based on the results, it can be concluded that students easily use zoom as a learning medium during online learning. Percentage of aspect was strongly agree of 56% were they used zoom to access clearly and easily to presentation use English online class with instructor. While, percentage of aspect was disagree of 10% were they found the study material to be very simple to understand because to Zoom. They were in the exact same situation of synchronous learning using Zoom Meeting for EFL university students, which offers certain benefits for students in their learning, which include listening, reading, and speaking (Hudriyah, 2022).

Table 2. Perceived Usefulness

Aspects	SD (%)	D (%)	N (%)	A (%)	SA (%)
Zoom is useful in helping the learning process for me.	0%	2%	14%	46%	38%
The time and energy I use in studying becomes more effective by using Zoom.	0%	10%	16%	38%	36%
Both learning and discussion became faster for me.	0%	4%	38%	30%	28%
Can follow learning anywhere and anytime.	0%	0%	16%	26%	58%
Learning effectiveness increases by using Zoom.	0%	2%	42%	34%	22%

Based on the results, the researcher concluded that students found zoom very useful and helped students during a pandemic to take part in online learning. Percentage of aspect was strongly Agree of 58% were they had access to zoom anywhere and could present and engage in class through online learning zoom. Percentage of aspect was disagree 10% were they utilize zoom in order to make tasks easier by presenting tasks on a zoom display and experienced a variety times with face-to-face learning in class approximately 3 hours. Higher education's quality and will identify the "Moodle and Zoom" technologies, which are among the most essential applications employed in this sort of education (MIDOUN, 2023). The reality that zoom is restricted in time does not diminish the benefits for zoom users in higher education.

Table 3. Behavioral Intention to Use

Aspects	SD (%)	D (%)	N (%)	A (%)	SA (%)
I want to continue to use Zoom in the future as a learning medium.	4%	8%	22%	54%	12%
I always use Zoom to keep up with the lessons with its ease and features.	0%	4%	30%	50%	16%
I always use Zoom to help me follow lessons and discuss using the features provided.	0%	10%	22%	50%	18%

I always try to use Zoom to get lessons and materials from the Lecture.	2%	8%	26%	42%	22%
I want to always be able to follow learning by using zoom anywhere and anytime.	0%	4%	26%	46%	24%

The data from the table above shows that students have good habits and intentions to always be able to use zoom and take part in learning during online learning in the future as well. Percentage of aspect was agree of 54% were they always use zoom every time for English teaching and learning. When using zoom, EFL students are advised to interact more synchronously and asynchronously, but they frequently make the mistake of turning off the zoom screen, resulting in ineffective English teaching and learning activities, and it turns out that Thailand students likewise do exactly the same, particularly when turning on/off the zoom screen (Waluyo & Wangdi, 2023). The action of turning off and on again the utilization of a zoom screen disrupts ongoing learning.

Table 4. Attitude Toward Using

Aspects	SD (%)	D (%)	N (%)	A (%)	SA (%)
I am satisfied with Zoom's performance as a learning medium.	0%	0%	36%	48%	16%
I am satisfied using Zoom to follow the lesson.	0%	2%	24%	52%	22%
I am satisfied with using the zoom features during the lesson.	0%	4%	24%	58%	14%
I am satisfied because Zoom is fun to use in the learning process.	0%	4%	30%	46%	20%
I am satisfied using zoom as a medium because I can follow lessons anywhere and anytime.	0%	0%	18%	42%	40%

The table above shows that students are very satisfied with the choice of Zoom as a learning aid and believe that Zoom is very helpful for students in receiving material from lecturers and also conducting online discussions without meeting face to face. Percentage of aspect was agree of 58% were they perform well when transmitting learning through zoom. Zoom has evolved into an intriguing learning media function in English teaching and learning in higher education. Students at the University of Cambodia despise it because it is a new platform (Sey & Em, 2023), in their opinion. However, Students opinion agree that studying English through Zoom video conferencing is a great idea.

This is also appropriate and supported by student answers when interviewed, namely as follows:

- Is Zoom easy to operate during online learning? Did you find any difficulties?

From the question above, the informants from interview were:

“It is a really easy platform for online learning. Even myself as a new user doesn't really find any difficulty.” (YWS)

Her brief respond was that Zoom is an accessible platform for English teaching and learning by online learning. It similarity with previous journal about zoom is easy access, attractiveness, and applicability for teaching and learning in both Turkish and Iranian university (Akbarzadeh et al., 2023). It is quite straightforward to operate the zoom when sharing information such as e-books or documents in pdf format.

- Does the Zoom feature help you get clear and precise interactions with lecturers and classmates?

From the question above, the informants have the positive perception:

“Yes, I see, specially in class with some lectures, there’s feature that make me so satisfied with this application, when I open camera setting, automatically me and my friend, you can say video call, behind of that, asking for question for lecture, you can using a raise hand features, also chatting overthere, that’s look like interesting.” (HWS)

Zoom can access all capabilities such as video and audio in enhancing English skills, according to the response. Some undergraduate students took an Intensive Reading course on an issue that was extensively discussed, and they had positive perceptions of Zoom videoconferencing in terms of actual use, perceived ease of use, intrinsic motivation, behavioral intention, and attitude (Rojabi & Praptika Septi Familia, 2023). The responses provided above support online learning via Zoom. They are capable of communicating in English and do not interfere with the learning constraints shared by instructors and students.

CONCLUTIONS

Students had favorable attitudes of adopting Zoom as a learning medium during online learning. Zoom, they claim, is a video conferencing application that assists them with online study during the pandemic. Zoom is the ideal tool for learning, discussing, and even attending meetings and webinars since its capabilities, such as a share screen, camera/video, microphone, and chatroom, allow students to communicate with lecturers and classmates at the same time. Many students are interested in using Zoom as a medium for learning, discussion, webinars, and possibly meetings in the future. This is due to the ease of a zoom, which incorporates time-based and location flexibility. The failure to utilize this zoom is to switch off/on the zoom screen when learning occurs. Further research into using Zoom videoconferencing to create the strategy of learning in an online course is strongly recommended.

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