

Postgraduate Students' Perceptions Of Using The Zoom Application In EFL Online Class

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Abstract

Impactful features of the COVID-19 pandemic have brought many sectors, particularly the educational one. Online learning has replaced traditional classroom instruction. It puts a strain on both the students and the teachers to fully support the success of the online sessions. In order to effectively communicate learning materials to their students, teachers must use more creativity. Students are encouraged to be independent learners in the meanwhile. Therefore, this article aims to ascertain students' perceptions about applying the ZOOM program to facilitate online learning and examine how this application is reshaping the educational sector. This study used a descriptive qualitative method. The data was obtained from the questionnaire via Google form. The participants of this research were 20 postgraduates in English Education at one of the universities in Indonesia.

Keywords: Application, Perceptions, Postgraduates, Zoom

INTRODUCTION

Nowadays, effective teaching and age require more than just the aforementioned personal qualities and understanding of material and pedagogy. Since we live in a scientific and technological age, technology has a significant influence on teaching as well as other fields. Every element of human life has been touched by information and communication technology (ICT), and teaching and learning activities in particular cannot be an exception (Alfadda & Mahdi, 2021).

Technology came in many areas of life, including business, industry, tourism, and education. We are aware of how technology plays a part in schooling. Technology integration into the teaching and learning process requires professionalism on the part of teachers (Khan, 2012). Their original and creative ideas end up being crucial to effective learning with digital tools. Students' enthusiasm to learn is anticipated to increase with the introduction of digital media in the classroom. The goals of learning have evolved tremendously, but they have remained

constant. The majority of the learning that takes place in schools is teacher-centered, but beginning in 1971, it was shifted to student-centered (Suriaman et al., 2022).

In the modern era, ICT (information and communications technology) is a significant teaching and learning medium. ICT depends on every aspect of our lives, including education, the economy, social interactions, etc (Slapac, 2021). The education system has switched from using non-digitized mode technology to digitize mode as a result of the COVID-19 pandemic. ICT is therefore suited for all aspects of education, including lesson plans, methodologies, processes, media, content, and assessments (Nuraziza et al., 2021). ICT will motivate and engage students as a teaching tool to increase their active learning (Nuraziza et al., 2021). Technology has a favorable effect on education by raising student accomplishment levels and developing successful life personalities (Ebadi et al., 2021).

It occurred as a result of the effects of the globalization era. One of the factors that led to the systemic change in the educational process

was the increase in internet usage. This year is remembered as the one in which everything changed, particularly in the field of education. Both teachers and students are under pressure to improve their technological literacy. In the past, blended learning was used to conduct the learning process. Learning in two different ways is a process known as blended learning, or we can define it as a combination of online learning and in-person lectures (Waha & Davis, 2014). Because technology can reach people anywhere, online learning is the learning process that is held utilizing technology, such as some applications to impart knowledge to students everywhere.

The learning process is no longer carried out face-to-face between teachers and students; instead, now a lot of learning is done virtually through online classes (Al Musharraf, 2018). Technology has expanded worldwide and the widespread use of online learning in some schools. Several programs such as Google Meet, Google Classroom, Zoom, and others support e-learning (Azmi, 2017). To help with online learning, zoom has entered the market and has been adopted in several schools in Indonesia. One program that supports online classes is this one. To carry out online learning, teachers can create classes. When teachers want to interact with their students face-to-face, they choose to offer online classes using zoom (Tanrikulu, 2022).

This year marks the beginning of the widespread use of fully online learning. Some applications, including Google Meet, Google Classroom, Zoom, and others, support e-learning. In order to assist online learning, zoom has entered the market and has been adopted in a few schools around Indonesia. One of the programs that support online classes is this one. To conduct online learning, teachers can create a class. When teachers want to interact with their students directly, they choose to offer online classes using zoom. Zoom can be used to adopt a variety of teaching strategies since it makes it simple for teachers and students to discuss the subject at hand.

The impact of technology-driven media on language acquisition has been the subject of numerous researches. For instance, Brahma (2020) looked into the usage of Zoom as a media to do e-learning. Through Zoom, Fauziah (2021)

discovered how students perceived and were motivated by online learning. Through a web-based module, Vitoria, Mislinawati, and Nurmasiyah (2018) examined how college students perceived e-learning. They discovered that many internet users, particularly those who used it for online learning, believed it could help them better comprehend the subject. Therefore, the purpose of this study is to examine how students' perceptions in using the Zoom program in online class (Perry et al., 2015).

The number of internet users in Indonesia is growing daily. Internet users are increasing, according to Jatmiko (2020), who was referenced by Harahap and Adeni (2020). Internet users will total 196.7 million by the second quarter of 2020, or 73.7 of the population. It is backed by the fact that in 2020, instructors and students throughout Indonesia will conduct their educational activities through a variety of applications, which will have an effect on Internet users (Budiman & Krisfani, 2020). There are various applications that assist e-learning that can be utilized since the government issued a policy to perform studying from home in order to stop the spread of the coronavirus or Covid-19.

Today, many teachers communicate with their students directly using ZOOM, one of the well-known tools that support online learning. When used in the education sector, Zoom is typically used for presentations or speaking topics so that professors and students can speak with each other directly outside of class. It facilitates how they run the meeting. However, using online learning may bring about a brand-new phenomenon among both teachers and students (Moeke-Maxwell et al., 2020). Teachers and students are finding it difficult to complete the online coursework. Both the students and the teachers struggle with the idea of making the subject matter they are teaching engaging for the pupils.

The ZOOM program has capabilities like a microphone, room chat, raise your hand, applause, and others that can help educational activities. It helps the speaking class carry out the educational activity. Teachers may encourage students to participate more actively by following along with lessons and raising questions (Info, 2022). Teachers may conduct a quiz as a follow-up small activity to lift students' spirits,

encouraging them to compete by raising their virtual hands in the ZOOM features while other students may use the applause feature to acknowledge their peers' responses to the teacher's quiz. Utilizing its characteristics can assist teachers in creating positive interactions with their students (Jayusna et al., 2022).

ZOOM is an excellent option to utilize in speaking classes since it allows professors to communicate with their students directly in a variety of ways. This tactic is effective enough to be used with kids to make learning activities more engaging and engaging. The purpose of the current study is to investigate how EFL students see the use of Zoom to facilitate online learning (Rashad Ali Bin-Hady & Abdulsafi, 2019). The outcomes could be used by the teachers to undertake online instruction using Zoom. This study may provide suggestions for professors looking to adopt a new method of instruction for online classes. Online learning has been the subject of numerous studies. For instance, Fauziah (2021) explored high school students' motivation for and perceptions of e-learning through Zoom and discovered that they had both favorable and negative opinions of the program, particularly when it came to the English topic. While some students perceived the explanation positively when the teacher used gestures to clarify, others received a negative impression when the explanation was unclear due to a poor internet connection.

Alfadda and Mahdi (2021) evaluated how often students used the Zoom app. They discovered a strong correlation between the students' attitudes and behavioral goals and the actual use of Zoom. Additionally, there was a favorable correlation between computer self-efficacy and the other study factors. Rahayu (2020) carried out research on the use of Zoom as a medium for online instruction. According to Rahayu (2020) More than 60% of students in this survey had a favorable opinion of synchronous e-learning, specifically the Zoom application. However, more than 60% of students also concurred that offline learning offered better material and access to the course. Finally, the research reported in this article examines the same problem regarding students' perceptions of

Zoom when implemented in their online classes, but focuses on higher education students at one of Medan's Islamic universities.

METHODOLOGY

A qualitative method was used in this research. According to Shank (2002), qualitative research is a type of systematic empirical investigation into meaning. Qualitative research, according to Denzin and Lincoln (2002), takes an interpretive and naturalistic approach. The research data was gathered by sending out questionnaires via Google Forms. In order to provide a representative sample for the study, postgraduates in the English Education Study Program at one of the universities of Indonesia. 20 postgraduates were the participants in this study. The researcher chose them because they were still using Zoom as a technology for conducting online learning and because they were still having speaking classes. The Google Form survey asked respondents to select one of four options: TA (Totally Agree), A (Agree), N (Neutral), D (Disagree), and TD (Totally Disagree). The researchers added an opinion question at the end of the survey. The Google Form contained 9 (nine) multiple-choice questions and 1 essay question.

RESULT AND DISCUSSION

This section presents the findings and discussion. The data was collected by Google Forms. This study discussed how this application brings new things to the teaching and learning process of English. The questionnaire was divided into 3 parts, first, some questions related to them, second about the statement, and lastly their opinion on the implementation. The results of this study indicate students' perceptions of using zoom in the English learning process.

Here are the results of the open ended Questionnaires:

Table 1: The Percentages of Open Ended Questionnaires about Zoom apps

NO	QUESTIONNAIRES	TA	A	N	D	TD
1	Do you know zoom?	100%	-	-	-	-
2	Zoom as media to support E-learning	55%	45%	-	-	-
3	I found that zoom is not effective to be used to support English learning	10%	20%	15%	40%	15%
4	English Learning process using zoom is very effective	15.8%	36.8%	31.6%	15.8%	-
5	I think that zoom is easier than other platform	15%	55%	20%	10%	-
6	Zoom is the best choice in learning English	5%	55%	25%	10%	5%
7	I feel that learning via zoom make me bored	5%	25%	30%	35%	5%
8	I found difficulties in learning English via zoom	-	20%	20%	50%	10%
9	Learning English better via zoom apps	5%	15%	35%	40%	5%

Based on the results of the closed-ended questionnaire, it can be concluded that all participants used the zoom application in learning English. In accordance with the name of the application zoom apps, a total of 100% of participants stated that they knew and often used this application as a tool to assist them in lecture meetings while learning English.

From the results of the closed ended questionnaire, it can be stated that the Zoom application is effective for use in online learning because it can help students and lecturers to conduct online learning without having to do Face to Face lectures. From the results of the questionnaire it was also stated that the Zoom application is one of the media to support e-learning because in the Zoom application there are features that can assist users in carrying out learning activities using the application.

The Zoom application also provides features such as if someone wants to ask a question then just presses the "raise hand" feature button so the other people will understand that if we press the button we want to ask a question in the learning process. The Zoom application also provides a feature that can make speakers share screens in the learning process when they want to present papers or papers that are made. There are feature services that we can use well, such as sharing screens so that all participants who take part in the learning process activities using the Zoom application can see what is being discussed and what is being discussed.

In the Zoom application there are also interesting features such as background filters that can allow participants to vary the background in meetings on the Zoom application. If the participants in a Zoom meeting want to talk, they can turn on the

audio image and the sound will be heard by all participants taking part in the meeting in the Zoom application. However, if someone doesn't want to speak, they can mute the audio so that if they speak, no sound will be heard in the Zoom application. There are so many positive benefits that we can get from the Zoom application for conducting meetings or online learning, in the Zoom application we can turn on the camera if we want to be seen by everyone and we can also deactivate the camera if we don't want to show our faces to all participants in the Zoom application.

Despite the many benefits and uses of the Zoom application, it also has drawbacks, such as signal problems. If we get a bad signal, the meeting held in the online Zoom application will not be very effective because the material or discussion presented at the meeting will not be properly conveyed to all participants due to signal interference. So, from the results of the closed ended questionnaire obtained by the researcher, the conclusion from using the Zoom application is that the Zoom application is very helpful for learning activities carried out online because it can help participants to carry out meetings without having to stay face to face. Even though it does not carry out face-to-face meetings, the material or learning that wants to be conveyed can be conveyed by all participants who attend meetings in the Zoom application. However, the results of the questionnaire stated that the Zoom application is not always effective in online learning because there must be disturbances such as bad signals, running out of quota and other things. So in carrying out English learning online it is not completely effective if it is done through the Zoom application because it is even more effective if it is carried out offline.

There are also premium and non-premium Zoom applications. The premium Zoom application is of better quality and provides a long time in a meeting, but the non-premium Zoom application is not of very good quality and usually the application will be closed or disconnected by itself when the time is over. So we also want to have online meetings using the Zoom application, so we should use the premium Zoom application, even though it is paid, but it is very satisfying and there are no interruptions in the online meeting.

Is learning English via Zoom understandable to you? Why?

Based on the open ended questionnaire the researcher found there are 10 participants fill out the questionnaire, there are 20 participants didn't fill out the open ended questionnaire in the google form that researcher shared to them.

The first answer from the first participant, she said "I prefer to learn English face-to-face in the classroom. Meet with the lecturer and my friends" she stated that she likes studying English face to face rather by using apps, like a zoom. Because studying English face to face is more clearly than by using apps. The second participant stated: "Yes, because we can share our material on Zoom screen and we can look & listen to the explanation from the teacher or presenter more easily" The second participant preferred and understood studying English by using apps like a zoom. So, He enjoyed learning English by face to face. The third participant stated she liked zoom apps, because by this apps she can learn English everywhere. The third participant said "Yes, it makes me easy to learn everywhere". The fourth participant said: "Sometimes understood and sometimes didn't understand. It is based on the situation and condition when studying". She stated when learning English by zoom app, sometimes she understood but sometimes, she didn't understand because the bad signal. The Fifth participant said: It depends on the lecturer in explaining the materials. It doesn't matter via Zoom or offline, I understand the material as long as the explanation is clear and easy to be understood.

The statement tells that the fifth participant can learn from zoom or offline, it depends on the lecturer's explanations. The sixth participant wrote in the questionnaire: "Yes, because there are so many tools in Zoom we can use to improve our English, such as a link break room, a whiteboard in Zoom, etc. The six participant stated the participant can improve English skill by using Zoom application because in Zoom application there is tool that can improve someone English skill for learning like room whiteboard in Zoom. And then the next participants stated that sometimes Zoom application is effective for learning but sometimes Zoom application is not effective

because signal doesn't support. The eighth participant stated that learning English via Zoom not always effective and understand because of an unstable internet Network. The Ninth participant also state it like participant sometimes understand about the topic that the lake give to her and some time she didn't understand because there is a bad Network, the Ninth participant's stating same with the eight participants. The Tenth participant stated that he didn't like using Zoom application in learning English because sometimes studying Via Zoom application makes him bored.

Based on the explanation, researcher found many kinds of differences answers from the participants. In open ended questionnaire only 10 participants who fill out the form, another participants didn't fill out the form.

From the results of the research above, the researcher can conclude that all students know the Zoom application because the Zoom application is often used in the learning process while lectures are conducted online. Then the students also agreed that Zoom is a medium that supports online.

Zoom Apps offers a variety of features that facilitate collaboration and enhance productivity. These include: First, Seamless Integration: Zoom Apps seamlessly integrates with the Zoom interface, allowing users to access third-party applications without leaving the video conferencing platform. This integration streamlines workflow and eliminates the need to switch between multiple applications. Second, enhanced Communication: Zoom Apps allows users to collaborate in real-time using features like shared whiteboards, document collaboration, and interactive polls. These features enable effective communication and foster creativity and engagement among remote teams. Third, customizability: Zoom Apps allows users to customize their collaboration experience by choosing from a wide range of apps that cater to their specific needs. Whether it's project management, file sharing, or team collaboration, Zoom Apps provides a diverse set of tools to enhance productivity. Fourth, increased Efficiency: By integrating essential applications directly into the Zoom interface, Zoom Apps reduces the time spent navigating between different tools. This improved efficiency allows

users to focus more on their work and reduces distractions.

Using ZOOM also is not difficult as the other media. ZOOM has made some features to be understood easily for both teachers and students. It helps them in using this application whenever they want although there are also many application or media that can be used for online teaching and learning process, such as Instagram usage conducted by Oktaviani and Desiarti (2016), Memrise usage conducted by Aminatun and Oktaviani (2019), Powtoon usage conducted by Oktaviani and Mandasari (2020), etc.

Learning and supports e-learning by using Zoom all students get to learn even though they don't attend class face to face. Zoom is also an effective application for online learning. Because even though students didn't attend class, they got good learning by using the Zoom application, but sometimes the Zoom application experiences interference due to a bad connection during learning. So, in this day and age, everyone can study anywhere by using the Zoom application because this also makes it easier for someone and makes time more effective and efficient. Lessons via Zoom are done easily and quickly if the internet connection is good.

CONCLUSION

The conclusion from this research demonstrated that EFL students have positive perceptions and reactions to the use of Zoom in online classes. The Zoom program should be used first for EFL students, teachers, and upcoming scholars working on related topics, there are some recommendations. Additionally, the implementation should be improved upon. Therefore, it will be beneficial if future researchers concentrate on implementation from the teachers' perspective in order to raise the standard of the learning and teaching process. The main focus of this study was EFL students who used this technology. Therefore, it stands to reason that they could have some difficulties when putting this application into practice. Second, this study was carried out at the higher education level. However, when Zoom is applying for junior high school, it will be a different situation for students in junior high or senior high school. Many students still believe that using Zoom as a medium for conducting online learning is not the ideal option. Before

utilizing Zoom to conduct e-learning, teachers need to take into account the fact that for some of them, this program consumes too much data. According to the research, EFL students are supportive of the use of Zoom in online classes and anticipate that Zoom will be improved in certain ways and applied not just in speaking classes but possibly in other classes as well. According to the data gathered, some students also claimed that using Zoom could make them bored; therefore, while using Zoom as media for online classes, lecturers must use creativity to make the materials engaging, such as by utilizing specific Zoom application capabilities. For instance, the teacher may ask the students to raise their hands in response to a question by employing one of the features, such as the raise hand feature. The person who raised his hand after that was given the opportunity to speak and respond to the question. Other students may applaud when the response is accurate by using feature reactions.

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80993

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