



# The EFL Students' Perception on Zoom Meeting as a Teaching Platform: A Survey Research

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## Abstract

Education methods that were previously employed in face-to-face contacts were terminated to stop the corona virus from spreading. In higher education, e-learning has taken the place of conventional techniques as the standard. At 3 State Universities in Jambi Province, this study tries to ascertain how EFL students' Perception about Zoom Meeting as a teaching platform. A quantitative descriptive survey was utilized. 35 students who had participated in online coursework utilizing Zoom Meeting were part of this study. Students were given surveys online in order to gather data about their perception. The majority of students are favorable about utilizing Zoom Meeting for online learning. The findings of this research suggest that: (1) Students will continue to use Zoom Meeting because it offers new learning opportunities and benefits, (2) Users can easily use Zoom Meeting's features, (3) It is the preferred online learning platform, (4) It can help students improve their IT skills, (5) Students will continue to use Zoom Meeting when online learning, (6) Students are not finding Zoom Meeting to be seriously problematic, and (7) Students may simply complete online learning activities using Zoom Meeting.

**Keywords:** *EFL Students; Teaching Platform; Zoom Meeting*

## Introduction

The Covid-19 pandemic, which is currently affecting Indonesia, has led to numerous, profound changes in virtually every field, with the adverse effects of the

pandemic circumstances currently being felt in practically all fields (Atsani, 2020). Even a global pandemic was declared for this case on March 11, 2020 by the WHO (Cucinotta & Vanelli, 2020). To stop the corona virus from spreading, educational approaches that were previously used in face-to-face interactions were discontinued. E-learning has replaced traditional methods as the norm in higher education (Alabbasi, 2017). During the COVID-19 epidemic, information technology was extremely beneficial for the learning process (Astini, 2020). One of the technologies that is often used nowadays is the online video conference tool Zoom Meeting (Guzacheva, 2020).

Many media that have been given in several applications have no guarantee to produce the best results, according to (Indiani, 2020). To ensure that the educational process using online media is as effective as possible, a variety of factors must be taken into consideration, including not only the teachers' preparation but also the choice of online media apps. Google Classroom, Whatsapp, Zoom Meeting, Skype, and other learning-supporting technologies are necessary for online learning as a way to connect lecturers and students (Fitriyani et al., 2020). This tool serves as a communication tool and, in the opinion of educators or instructors, is simpler to operate compared to other online video conference tools. The ability to access an application via a mobile device such as a smartphone, laptop, or computer is necessary for learning-based learning systems that use the internet or online learning (Gikas & Grant, 2013).

There are many different kinds of distant learning processes, with online learning being only one of them (Stern, 2018). This word refers to any sort of learning that takes place remotely and outside of a typical classroom. Asynchronous, synchronous, and hybrid learning are only a few of the several forms of online education (Finol, 2020). Virtual classes are also referred to as synchronous, asynchronous training takes place on the web, and hybrid training combines both types of learning. The internet is used to access online learning, which has a number of benefits, including accessibility, connection, flexibility, and the potential to create different kinds of interactions.

Based on (Scanga et al., 2018), the Zoom application is a Meeting (platform) developed by Eric Yuan that serves as an instrument for communication in the form of spoken, written, and video and offers various useful, affordable, and user-friendly features that meet your demands. Zoom delivers a multimedia classroom with features including a digital white board with annotating capability to explain topics, break rooms for organizing small collaborative groups, surveys for student input, and chats to stimulate class debate. Additionally, Zoom Meeting may be recorded to be accessible for later use.

The impact of technology-driven media on language acquisition has been the subject of several research. Through a web-based module, Vitoria, et al. examined how college students perceived e-learning (Vitoria et al., 2018). For instance, Brahma looked into the usage of Zoom as a media to do e-learning (Brahma, 2020). The efficacy of zoom during COVID-19 is also the subject of several research looking at its utilization (Monica & Fitriawati, 2021; Suhaeri, 2020; Zhafira et al., 2020). In his study, Far-Far used an interview and WhatsApp to collect data while examining the efficiency of The Use of Zoom Meeting Application in Learning In The COVID-19 Pandemic (Far-Far, 2021). Through Zoom, Fauziah discovered how students perceived and were motivated by online learning (Fauziah, 2021). Kelana explore Zoom Meeting Application in the COVID-19 Pandemic In Science Learning (Kelana et al., 2021). They determine how much science was learned via Zoom meeting applications during the COVID-19 epidemic. From previous study about EFL Learners' perceptions on zoom application discovered that many internet users, particularly those who used it for online learning, believed it might help them better comprehend the subject (Nuraziza et al., 2021; Purwati & Khairunisa, 2022).

Therefore, the purpose of this study is to examine how EFL students perceive the use of online learning, particularly how EFL students perceive online courses delivered using Zoom Meeting.

## **Method**

This study employs the descriptive survey method and is quantitative in nature. With the generation of numerical data, quantitative research generalizes the findings from a wider sample group by measuring attitudes, views, actions, and other specified characteristics (Mohajan, 2020). The survey method is one of the quantitative research techniques. Hess defines a survey as a research technique used to gather information in order to shed light on a specific subject (Hess et al., 2022). Exploratory, descriptive, and predictive survey research are the three basic categories. Because the purpose of this study was to describe students' opinions of utilizing Zoom Meeting during online learning, a descriptive survey method was used.

The students from the English department of 3 State Universities in Jambi Province served as the study's subjects. The sample was chosen using a purposive sampling strategy in accordance with the goals of the study. Students in semesters 2, 4, 6, and above who were enrolled in an online course during the COVID-19 epidemic participated in this study. Only 35 students who succeeded in gathering information and qualifying as respondents.

There were six steps in the process used to carry out this investigation. The study's initial step was to establish its goals by identifying any current issues arising from the use of Zoom Meeting for online learning. The method of data collection was chosen in the following stage: Closed-ended questionnaires were

employed in this study, which was conducted online using a Google form. The sample was then created and chosen by the researchers in accordance with the study's objectives. The sample was selected and measured after that. Following that, the questionnaire was created and given to the respondents. The final step was performing the results of the data analysis (Abriati et al., 2022).

The data of this study were collected in the middle of April 2023. Closed questionnaires were utilized as a data gathering method in this investigation. The survey was modified from one by Khasanah and Syarifah, which assessed a related research issue on how students felt about utilizing the Zoom Meeting for online learning (Khasanah & Syarifah, 2021). The 28 items on the survey are rated on five different Likert scales. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) make up the Likert scale categories. A scale of 1 (Strongly Disagree) to 5 (Strongly Agree) is used. The following six factors are also measured: Performance Expectancy, Effort Expectancy, Social Factors, Facilitating Factors,) Interest in Utilization, and Usage Behavior Due to the epidemic conditions.

The data will initially be displayed using a bar chart to represent the average. According to Sugiyono in (Maulana, 2021), each question item from the results of the questionnaire is grouped in intervals: 1.00–1.80 (very bad), 1.81–2.60 (bad), 2.61–3.40 (moderate), 3.41–4.20 (good), 4.21–5.00 (very good). Then followed by a table that will detail each question. All questions for each indicator are added up and then divided equally according to the number of questions for each indicator with an assessment.

## Results

As in Figure 1 below, on the performance expectancy indicator, the number of questions on this indicator is divided by nine, and the result is 3.44 (Moderate). Then on the Effort expectancy indicator, the number of questions is divided by four, and the result is 3.38 (Moderate). On social factors, the number of questions is divided by four, and the result is 3.22 (Moderate). On facilitating factors, the number of questions is divided by five, and the result is 3.64 (Good). On social factors, the number of questions is divided by three, and the result is 3.24 (Moderate). On social factors, the number of questions is divided by three, and the result is 3.07 (Moderate).

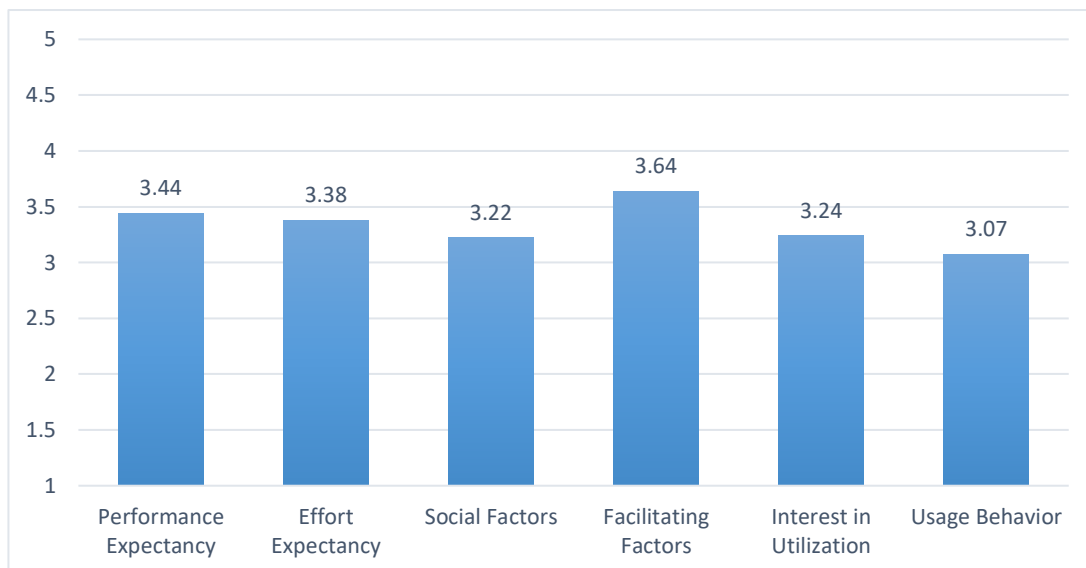


Figure 1. Average Student's Perception

After going through the average analysis process, the research results are presented in a table showing the results of each question to find out student perceptions regarding the use of Zoom meeting while participating in online learning, as in Table 1 below.

Table 1. Performance Expectancy on the use of Zoom Meeting application

No	A. Performance Expectancy	Score	Number of Respondents (%)				
			SD	D	N	A	SA
1	I feel that the zoom application can make online learning activities easier.	3.4	2,9	11	40	17	26
2	I feel that the zoom application is relevant to use for online learning activities.	3.5	2,9	14	31	29	26
3	I feel that the zoom application provides benefits in online learning activities during the covid-19 pandemic.	3.7	11	5.7	17	31	34
4	I feel that the zoom application provides a new experience in online learning activities during the covid-19 pandemic	3.8	5.7	5.7	23	37	29

No	A. Performance Expectancy	Score	Number of Respondents (%)				
			SD	D	N	A	SA
5	Using the zoom application can be more efficient in establishing communication between lecturers and students.	3.2	2.9	17	49	23	8.6
6	Using the zoom application can increase the chances of successful learning that has been planned.	3.1	2.9	23	46	23	5.7
7	I feel that information technology skills are an important provision to be able to use the zoom application	3.4	2.9	14	23	46	11
8	I feel that the zoom application can increase productivity during the covid-19 pandemic	3.5	2.9	20	26	29	23
9	I feel that the zoom application facilitates me to be more creative in learning during the covid-19 pandemic	3.4	2.9	23	26	31	17

Table 2. Effort Expectancy on the use of Zoom Meeting application

No	B. Effort Expectancy	Score	Number of Respondents (%)				
			SD	D	N	A	SA
1	I can easily operate the zoom app	3.9	8.6	8.6	14	26	43
2	I can easily operate some features of the zoom application	3.6	5.7	11	17	34	29
3	Using the zoom application can make learning activities more complicated.	2.9	5.7	29	43	14	8.6
4	Using the zoom application allows me to complete several courses more effectively	3.1	0	20	43	26	8.6

Table 3. Social Factors on the use of Zoom Meeting application

No	C. Social Factors	Score	Number of Respondents (%)				
			SD	D	N	A	SA
1	I use the zoom application because of the influence of other people	2.9	23	8.6	37	23	31
2	I am comfortable using the zoom application. Because there are several people who help me in using the zoom application.	3.3	8.6	8.6	43	29	11
3	I use the zoom application because the learning process expects me to use the zoom application.	3.6	5.7	8.6	29	23	31
4	I feel confident when I'm Using the Zoom application because I don't like crowds.	3.2	14	14	26	29	11

Table 4. Facilitating Factors on the use of Zoom Meeting application

No	D. Facilitating Factors	Score	Number of Respondents (%)				
			SD	D	N	A	SA
1	I am comfortable using the zoom application because it is easy to use	3.7	5.7	11	23	26	34
2	I am comfortable using the zoom app because I have the ability to use it.	3	8.6	40	17	14	20
3	I use the zoom application because the functions provided are in accordance with the needs of online learning activities.	3.9	0	11	23	34	34
4	I feel that the zoom application is an e-learning that can support online learning activities	3.9	0	8.6	23	34	34
5	I feel that the use of the zoom application suggested by my lecturer is important to support my IT skills.	3.7	0	2.9	40	40	17

Table 5. Interest in Utilization on the use of Zoom Meeting application

No	E. Interest in Utilization	Score	Number of Respondents (%)				
			SD	D	N	A	SA
1	I want to continue to use the Zoom application for online learning activities.	3.3	8.6	11	37	31	11
2	I use the zoom app because my classmates agree to use the zoom app	3.2	14	0	43	34	8.6
3	Online learning using Zoom increased my motivation for studying.	3.2	2.9	23	34	29	11

Table 6. Usage Behavior on the use of Zoom Meeting application

No	F. Usage Behavior	Score	Number of Respondents (%)				
			SD	D	N	A	SA
1	I can easily use the zoom application in carrying out online learning activities.	3.8	2.9	5.7	20	49	23
2	I felt that the zoom application was confusing the first time I used it so I was too lazy to use it again.	2.4	29	26	29	8.6	8.6
3	Online learning using Zoom makes learning boring.	2.9	20	5.7	40	29	5.7

**Discussion**

According to student perceptions of performance expectancy when using the Zoom application, the majority of students concur that this Meeting can offer fresh learning opportunities (3.8), benefit students during the learning process (3.7), and be useful for online learning activities (3.5), According to the findings of (Abriati et al., 2022), 48.1% of students thought Zoom Meeting application was pertinent. productivity increased during the Covid-19 epidemic (3.5), facilitated students' creativity (3.4), making online learning activities easier (3.4), and required information technology skills (3.4). Additionally, this application may make teacher-student communication more effective (3.2). Nevertheless, (3.1) the Zoom application can raise the likelihood of learning success. Table 1 summarizes the outcomes of the performance expectations.



It was found that students could easily use the Zoom function (3.9), which is very much in line with (Khasanah & Syarifah, 2021), who claimed that up to 60% of students agreed with this statement. This information relates to students' opinions of the business expectation component. since using it was fairly simple (3.6). The Zoom Meeting does not, in my opinion (2.9), make learning more difficult for pupils, and it can really help them complete courses more successfully (3.1). Table 2 displays the outcomes of business expectations.

Table 3 shows the results of a survey with social considerations for utilizing the Zoom Meeting. Due to the learning process' expectation that they utilize the Zoom application, the largest proportion (3.6) of students demonstrate their agreement. While utilizing the Zoom application, a majority of students (3.3) opted neutral since there were several people who assisted them. About (3.2) feel confident using zoom because it doesn't like crowds. Then, as many as (2.9) students concur that they utilize Zoom as a result of social pressure. According to these findings, social factors—specifically the influence of particular subjects—are what motivate students to utilize Zoom.

Students concur that they utilize this Meeting to facilitate their online learning tasks (3.9) because they feel comfortable use it (3.7). This response has increased slightly compared to findings (Maulana, 2021), which state that online lectures can be accessed easily (3.41). Then, because they have the capacity to use it (3), according to the data collected on students' perceptions of various facilitation circumstances. employing the Zoom app in order to develop their IT abilities (3.7). Additionally, they concur that one of the e-learning technologies to enhance online learning activities is the Zoom application (3.9). Table 4 provides an overview of how students felt about the enabling circumstances.

The questionnaire's findings are shown in Table 5, along with the interest criteria for utilizing the Zoom Meeting. The majority said that up to (3.3) students regularly engaged in online learning activities using the Zoom Meeting. Additionally, many of the (3.2) students mentioned that they utilized the Zoom Meeting since their peers also did. The use of zoom, according to around (3.2), improves learners' incentive to study, this is contrary to the statement (Putri & Suryaman, 2022) stating that as many as 88.9% of students disagree if using zoom meetings can increase learning motivation. These findings reveal that the criteria for interest in utilizing the Zoom Meeting show the response was quite good, with a reasonably high number of English Education students choosing to used Zoom Meeting for online learning while the Covid-19 epidemic.

Table 6 states the results of a questionnaire regarding the criteria for usage behavior when using the Zoom application. The highest percentage states that (3.8) students can easily use the Zoom application to carry out online learning activities. Then (2.4) students stated that the Zoom application was confusing the first time it was used. Then (2.9) students stated that learning became boring when using

Zoom. These results indicate that the criteria for usage behavior in using the Zoom application show a positive response because English Education students state that the Zoom application is easy to use and the way to use it is not confusing. but it also raises a negative response, which is that it makes learning boring.

The attitudes of English Department students at 3 State Universities in Jambi Province about the usage of Zoom during the Covid-19 epidemic are good, according to the findings of the study data processing that has been done. According to each question in the survey, the typical student answer score is higher than 3.33. This is consistent with the claim made by (Ismawati & Prasetyo, 2020) that learning through video conferencing using the Zoom application is efficient, interactive, and supports distance learning. It also makes it simpler for students to understand the lessons that are presented by teachers because it is more in real time.

## **Conclusion**

The goal of this study is to understand how English students at 3 state institutions in the province of Jambi perceive utilizing the Zoom Meeting for online learning. English Department was the source of the participants in this study of pupils. Six key areas are used to categorize student opinions of the Zoom Meeting, including Performance Expectancy, Effort Expectancy, Social Factors, Facilitating Factors, Interest in Utilization, and usage behavior. The study's findings indicate that the majority of students had positive opinions on utilizing the Zoom Meeting for online learning. Students that use Zoom Meeting for online learning get a fresh learning experience and gain from its features, which make it simple for users to utilize. Since utilizing Zoom Meeting does not provide any significant challenges for participation in online learning, many students opt to utilize it. Students will continue to utilize Zoom during online learning even though it can help them develop their ICT abilities. In conclusion, Zoom Meeting is successfully used for online learning.

Following the completion of this study, it is proposed that learners are better capable of comprehending the information provided and the explanations provided by professors or lecturers in online learning. Additionally, it is expected that they would be able to research the advantages of any online learning tool employed. Teachers must also have more knowledge on how to select effective Meetings for students and how to utilize them effectively for online learning. In this way, both their professional growth and their abilities and capabilities grow. The study included a limited number of respondents, which should enable future researchers to explore the impact of zoom meetings on learning effectiveness with

a bigger sample size and can also be a reference for further studies at Senior high school, Junior High School, and Elementary School. The learning could also combined with face-to-face in blended learning schema (Pranata & Seprianto, 2023).

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