



Students Perception towards English Online Classroom Via Zoom During the Covid-19 Pandemic

Shanty Halim
Shantynurul@yahoo.com
Politeknik Negeri Ujung Pandang

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Abstract

This study aimed at determining the perceptions of English Language Education students of Politeknik Negeri Ujung Pandang on English Learning class via *Zoom* during the Covid-19 pandemic. The qualitative descriptive method was carried out by distributing questionnaires using Google Form to 45 English online classrooms students at Politeknik Negeri Ujung Pandang after completing the learning process for 3 months. The results of this study show that (1) the use of *Zoom* application provides new experiences in online learning activities, (2) students can easily operate some of the *Zoom* application features, (3) the learning process expects students to use the *Zoom* application, (4) the *Zoom* application is one of the e-learning tools that can support online learning activities continuously, (5) the use of *Zoom* application because the classmates agree to use the *Zoom* application, and (6) students can use the *Zoom* application easily in carrying out of online learning activities.

Keywords: English online learning; Zoom Application; Pandemic Covid-19

Introduction

The world was shocked by the emergence of a new pneumonia outbreak that started from Wuhan, Hubei Province, China in early 2020. Then it spread quickly to hundreds of countries in the world (Susilo et al, 2020). The pneumonia case was initially referred to as 2019 novel coronavirus (2019-nCoV), then the World Health Organization (WHO) announced a new name for Coronavirus Disease (Covid-19) (WHO, 2020). On March 11, 2020 (WHO) even declared this case as a global pandemic (Cucinotta & Vanelli, 2020). As one of the countries affected by Covid-19,

the Indonesian economy has slumped, dropping the rupiah exchange rate and also causing the price of goods, especially medical equipment, to be expensive. Not only this problem, but also has an impact on the education system in Indonesia. The government was forced to temporarily suspend face-to-face learning activities in the classroom.

One of the actions of the Indonesian government to deal with cases in the field of education is by issuing a Circular Letter of the Minister of Education and Culture Number 4 of 2020 which regulates the Implementation of Education Policies in the Emergency Period of the Spread of Covid-19 which contains an appeal for teaching and learning activities to be carried out at home (Fajrian, 2020). The letter states that the learning process is carried out at home through online learning or online learning (on the network) (Kemendikbud RI, 2020). This is done as an anticipation to prevent and break the chain of the spread of the Covid-19 virus, maintain the safety and security of students and educators in schools and colleges.

The health crisis caused by the COVID-19 outbreak has spearheaded simultaneous online learning almost all over the world (Goldschmidt, 2020). Teachers and educators as important elements in the teaching and learning process are required to make an unprecedented massive change from conventional face-to-face education to online education or distance education (Bao, 2020; Basilaia & Kvavadze, 2020). The existence of the industrial revolution 4.0 at this time, causing the development of technology to be increasingly unlimited. This can support online learning to run effectively so that the learning process can be carried out even though the educators and students are in different places (Verawardina et al., 2020). In addition, online learning is carried out as an alternative so that the learning process continues and participants can still learn as usual even though face-to-face learning cannot be carried out directly (Herliandry et al, 2020). So that students cannot follow the learning materials and the time is more flexible. This is expected to be able to solve the problem of student delays in acquiring knowledge.

Universities that previously had conducted face-to-face learning directly, now also have to adapt to distance learning or online learning models. Online learning can be done by utilizing technology and internet media. The advantage of using online learning is that the teaching and learning process is independent and has high interactivity, can improve memory, provide more learning experiences with video, text, audio, and animation, all of which can be used to convey information, and also provide convenience in learning. delivery,

Updating content, downloading (Arnesti & Hamid, 2015). In addition, students can also send electronic messages to their friends, use chat rooms, exchange comments on discussion forums, and share video conference links that can be used to communicate face-to-face (Arnesti & Hamid, 2015). Online learning has

emerged as an alternative to learning for students because it does not require them to be present in class. In addition, online learning can also encourage students to be more interactive and can create independence in learning. As for lecturers, the online learning process can have an impact on work professionalism due to changes in conventional face-to-face teaching styles. The online learning model also provides an opportunity for lecturers to be more efficient in assessing and evaluating the learning progress of each student (Zhafira et al, 2020).

The current Covid-19 pandemic urges lecturers and students to do online learning, this forces them to immediately adapt and innovate related to the use of technology in learning (Ahmed et al, 2020). Adaptations that can be applied in online or online learning (in a network) are by utilizing platforms in the form of applications, websites, social networks and Learning Management Systems (Gunawan et al, 2020). One application that can be used to assist online learning activities is Zoom Cloud Meeting. Zoom is an application that can be used to carry out meeting or discussion activities together such as meeting face to face without having to meet physically. In addition, using Zoom can support communication needs wherever and whenever you are.

The Zoom application as a video conferencing service has the practical ability to present an online meeting atmosphere. Reporting from idcloudhost.com, Zoom's active users are growing rapidly by around 2.22 million per month since the COVID-19 pandemic spread throughout the world as of March 2020. This paid application can be used for free with a maximum user capacity of 100 people and a conference time limit of about 40 minutes. This application is also equipped with a sharing screen feature that is able to facilitate the needs of teachers in presenting teaching materials like face-to-face meetings in conventional classes to students (Naserly, 2020).

Politeknik Negeri Ujung Pandang as one of the higher educations also participates in implementing prevention of corona virus infection by conducting online lectures to protect the entire academic community through the Circular of the Chancellor of Politeknik Negeri Ujung Pandang of 2020 regarding the sterilization of the campus environment in an effort to prevent transmission of virus infections. Covid-19. So that it requires that face-to-face learning activities directly in the classroom are also replaced with online learning processes that are carried out at their respective homes.

Several studies on online learning have been conducted by Firman & Rahayu (2020) examining online learning in the midst of the Covid-19 pandemic. The results show that online learning has flexibility in its implementation and is able to stimulate student motivation to be more active and independent in learning. Meanwhile, research conducted by Maulana & Hamidi (2020) on student

perceptions of online learning in practical courses in vocational education with research results showing that student perceptions positive with details of teaching and learning aspects of 66.4%, aspects of capability (lecturer's ability) of 74.6%, and aspects of facilities and infrastructure of 72.7%.

Based on previous research, their findings generally indicate the application of online learning in general. However, it seems that they have not discussed more specific and in-depth research on one particular medium such as the Zoom application used for online learning and specifically that discusses online learning in the English Class. Therefore, this research was conducted to fill the void by knowing the perceptions of students who are attending English class at Politeknik Negeri Ujung Pandang towards online learning via Zoom during the Covid-19 pandemic. The results of this study are expected to help the online learning process to find out student responses in using Zoom during the Covid-19 period.

Method

This study used a qualitative descriptive method. According to Moleong (2011) qualitative research is research that intends to understand the phenomena of what is experienced by research subjects holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. This method is to examine the perceptions of UINSA English Education students towards online learning via Zoom during the Covid-19 pandemic.

The subjects of this study were 45 students of the English Education study program at Politeknik Negeri Ujung Pandang who had been involved in English class online learning via Zoom during the Covid-19 pandemic from March to June 2020. Sample collection was carried out using non-probability techniques. sampling with a convenience sampling approach. According to Sugiyono (2016) non-probability sampling is a sampling technique that does not provide equal opportunities or opportunities for each element or member of the population to be selected as a sample. Meanwhile, convenience sampling is sampling that is done by chance, that is, anyone who coincidentally meets a researcher can be used as a sample (Sugiyono, 2016).

Data collection was carried out by distributing online questionnaires using Google Forms with a total of 25 questions sent to students via WhatsApp messages. The students were asked to be willing to fill out the questionnaire that had been distributed after the online learning process was carried out. The questionnaire uses a five-point Likert scale, namely Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). The data obtained from the questionnaire is presented in tabular form to determine the tendency of students' perceptions of

online lectures using the Zoom application during the Covid-19 pandemic.

Analysis of the data from the results of this study used a qualitative interactive model consisting of three stages, namely data reduction, data display, and conclusion drawing and verification. First, the data reduction stage is the stage when collecting all the information needed from the results of the questionnaire and then grouping the data. Second, the data display stage is the stage of exposing the data needed in research. Third, the stages of drawing and verifying conclusions are the interpretation stage of research data is then drawn conclusions based on the phenomena that have been obtained (Saldana et al, 2014).

Results

After going through the analysis process, the results of the research are presented in a table by looking at the highest percentage to determine students' perceptions of using the Zoom application during online learning.

Question 1. Performance Expectations on the use of the Zoom app

The results of the questionnaire with the performance expectancy criteria show that as many as 51.1% of students agree that the Zoom application can help them make online learning activities easier. Then 37.8% agreed that the Zoom application was relevant to be used for learning activities online. As many as 57.8% agreed that the Zoom application provided benefits in online learning activities during the Covid-19 pandemic. Then, 62.2% of students agreed that the Zoom application provided a new experience in online learning activities during the Covid-19 pandemic. As many as 55.6% of students agree that using the Zoom application can be more efficient to establish communication between lecturers and students. While 53.3% of students choose neutral if using the Zoom application can increase the chances of successful learning that has been planned. Then as many as 57.8% of students agreed that information technology skills were an important provision to be able to use the Zoom application. Then, as many as 44.4% of students agreed that the Zoom application could increase productivity during the Covid-19 pandemic.

While 40% of students chose neutral and agreed that the Zoom application facilitated being more creative in learning during the Covid-19 pandemic. These results show that the performance expectations of using the Zoom application are positive because the highest percentage states that many English online classrooms students agree that the use of the Zoom application is for online learning during the Covid-19 pandemic.

Question 2. Business Expectations on the use of the Zoom ap

The results of the questionnaire with the criteria for business expectations on the use of the Zoom application. It shows that 60% of students agree that they can easily operate the Zoom application. Then as many as 55.6% of students agreed that they could easily operate several features of the Zoom application. Meanwhile, 57.8% of students chose neutral to state that using the Zoom application could make learning activities more complicated. As many as 55.6% of students stated neutral that using the Zoom application allowed them to complete several courses more effectively. These results show that the business expectancy criteria for using the Zoom application shows a positive response because many English online classrooms students in addition to agreeing but also choosing neutral with a high percentage of using the Zoom application as online learning during the Covid-19 pandemic.

Question 3. Social Factors on the use of the Zoom application

The result of a questionnaire with criteria for social factors on the use of the Zoom application show that the highest percentage shows that as many as 35.6% of students agree that they use the Zoom application because of the influence of others. Meanwhile, 51.1% of students chose neutral when using the Zoom application, because there were several people who helped them in using the Zoom application. Then 44.4% of students strongly agree that because the learning process expects them to use the Zoom application. These results state that students use Zoom because of social factors, namely the influence on certain courses that make students use Zoom.

Question 4. Conditions that Facilitate the use of the Zoom app

The results of the questionnaire with the criteria for facilitating conditions show that the highest percentage shows that as many as 42.2% of students choose neutral and 35.6% agreed to use the Zoom application because it is easy to use. Then, as many as 42.2% of students chose neutral and 40% agreed to use the Zoom application, they had the ability to use it. The same thing shows that 44.4% choose neutral and 42.2% agree to use the Zoom application because the functions provided by the Zoom application are in accordance with the needs of online learning activities.

In addition, 64.4% of students agree that the Zoom application is one of the e-learning tools that can support online learning activities. Then 48.9% agreed that the use of the Zoom application recommended by lecturers was important to support their IT skills. These results show that the criteria for conditions that facilitate the use of the Zoom application show a positive response because English

education students state that the Zoom application is one of the media that can be used to support activities in online learning during the Covid-19 pandemic.

Questions 5. Utilization interest in using the Zoom application

The results of the questionnaire with the criteria for utilization interest in using the Zoom application. The highest percentage stated that as many as 35.6% of students chose neutral and did not agree if they continued to use the Zoom application for online learning activities. In addition, as many as 45% of students also chose neutral with the statement that using the Zoom application because their classmates agreed to use the Zoom application. These results indicate that the criteria for utilization interest in using the Zoom application show a less positive response because many English online students prefer to be neutral with a fairly high percentage for using the Zoom application as online learning during the Covid-19 pandemic. This indicates that they are less interested in using Zoom.

Question 6. Usage Behavior on the use of the Zoom app

The results of the questionnaire on the criteria for usage behavior on the use of the Zoom application show that the highest percentage stated that 46.7% of students agreed that they could use the Zoom application easily in conducting online learning activities. Then 40% of students chose neutral and 37.8% said they did not agree if the Zoom application was confusing when first used. These results indicate that the criteria for usage behavior in using the Zoom application show a positive response because many English online classrooms students state that the Zoom application is easy to use and how to use it is not confusing.

From the results of research data processing that has been carried out, it shows a positive response from the perceptions of students in English online classroom, Politeknik Negeri Ujung Pandang towards the use of Zoom during the Covid-19 pandemic. It is known from each questionnaire item, the average percentage of student responses shows above 30%. This is in line with the statement of Ismawati & Prasetyo (2020) that learning with video conferencing using the zoom application is effective, interactive, can support distance learning, making it easier for students to absorb learning material delivered by educators because it is more real time.

Conclusion

The results of this study indicate that the use of the Zoom application provides a new experience in online learning activities (62.2%). Students agree that they can easily operate some features of the Zoom application (55.6%). Students strongly agree that the learning process expects them to use the Zoom application

(44.4%). The Zoom application is one of the e-learning applications that can support online learning activities (64.4%). The use of the Zoom application is because classmates agree to use the Zoom application (37.8%) and students can use the Zoom application easily in conducting online learning activities (51.1%). During the Covid-19 pandemic, teachers and lecturers can use the Zoom application as a learning medium. Because in addition to being a substitute for direct face-to-face learning, students also show a positive response to the use of the Zoom application. From knowing students' perceptions, it can be seen that zoom media can be used as a learning medium. So that online learning can run smoothly. For further research, it can be done about the perception of using Zoom learning media for teachers or educators. So it will be known the perception of both parties, namely educators and students.

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