

STUDENTS' PERCEPTION ON THE USE OF ZOOM MEETING FOR LEARNING SPEAKING

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Abstrak

Merebaknya pandemi Covid-19 memaksa sebagian besar institusi pendidikan di seluruh dunia untuk memindahkan proses belajar mengajar mereka secara online. Tujuan dari penelitian ini yaitu mendeskripsikan penggunaan Zoom Meeting untuk pembelajaran speaking di kelas online meliputi tanggapan dan tantangan siswa. Penelitian deskriptif kualitatif digunakan untuk mengetahui persepsi siswa tentang penggunaan Zoom Meeting dalam pembelajaran speaking. Partisipan penelitian ini merupakan 34 siswa kelas XI di sebuah SMA swasta Gresik. Peneliti melakukan observasi partisipan dan wawancara semi terstruktur secara online dan offline untuk mendapatkan data. Hasil penelitian menunjukkan siswa memberikan tanggapan yang positif bahwa mereka merasa senang dan termotivasi dalam belajar speaking menggunakan Zoom Meeting. Sementara itu, siswa juga mendapatkan berbagai tantangan dalam menggunakan Zoom Meeting saat pembelajaran yang meliputi jaringan atau akses internet, kemampuan bahasa, dan kepercayaan diri.

Kata Kunci: persepsi siswa, zoom meeting, pembelajaran berbicara.

Abstract

The outbreak of Covid-19 pandemic forced most education institutions worldwide to move their teaching and learning online. Zoom Meeting is a learning platform that can be used during the pandemic. The purpose of this study was to describe the use of Zoom Meetings for learning speaking in online class including student perceptions and challenges. Qualitative descriptive research was used to describe students' perceptions about the use of Zoom Meetings in learning speaking. The participants of this research were 34 students of class XI in one of private high school in Gresik. The researcher used observation and semi-structured interview in online and offline to obtain data. The results showed that students gave positive responses that they felt enjoy and motivated in learning speaking using Zoom Meeting. Meanwhile, the students also faced several challenges in using Zoom Meeting during learning which include internet network or access, language capability, and self-confidence.

Keywords: students' perception. zoom meeting, learning speaking.

1. INTRODUCTION

The Covid-19 pandemic period has caused various problems in human life, ranging from economic, social, and educational upheavals, to name a few. According to (World Health Organization WHO (2020), Covid-19 is a significant threat to all human life because the pandemic has stopped multiple activities worldwide. On June 27, 2020, after the coronavirus outbreak in Indonesia, the government implemented some policies such as Large-Scale Social Restrictions (PSBB), the new normal, and PPKM while still following the health protocols (Andriani, 2020). Therefore, education has been affected in critical conditions from primary school to university levels, and all of the education sectors continue to operate at home

(Adedoyin & Soykan, 2020). An official letter from The Ministry of Education, Culture, Research, and Technology number 4 (2020) states that teachers and students are doing online learning in the form of work from home using various applications.

According to Bagata (2020), online learning technology is essential in teaching-learning. The use of online platforms in teaching and learning has become urgent because students are familiar with gadget. Information can be found using electronic devices connected to the internet (Davies & Eynon, 2018). Cakrawati (2017) states that when a teacher or lecturer employs technology in English teaching and learning, it successfully stimulates students' attention and excitement without any limited time, location, or other factors.

Furthermore, several online platforms and apps could be utilized for teaching and learning, including Google Classroom, Google Hangout, E-Learning, WhatsApp, Telegram, YouTube, and Instagram. Other video conferencing platforms were Google Meet, Microsoft Teams, and Zoom Meeting (Adenegan & Abiodun, 2018).

Most teachers and students in Indonesia use Zoom Meeting for learning. Zoom Meeting is an application that combines video conferencing, chatting, online meeting, and mobile collaboration with several exciting features such as one-on-one meetings, group video conferences, and screen sharing. Zoom Meetings in the classroom can assist both students and teachers in developing and expanding their knowledge with successful learning experience (Andriani, 2020). Zoom Meeting has a positive impact because it is a medium for discussion that includes students, particularly in group assignments, regardless of location or time.

According to Roy et al. (2020), Due to online learning, teachers are teaching use that application. Students and teachers have unique opportunity to conduct learning processes in speaking without any limitations (Baron, 2020). It also makes it easier for teachers to assess their students' speaking performance, and it can provide students with feedback from their peers about their performance in speaking class. Wargadinata et al. (2020) argues that student can practice speaking skills and become comfort to speak.

There have been several similar types of research conducted. First, Menggo (2021) did research that focused on finding out students' perceptions and barriers to using Zoom Meeting in speaking class during the pandemic. The participants were university students in Indonesia who used Zoom Meeting as an online learning tool in speaking class. The result of Menggo's research was that students' perceptions of using Zoom Meeting in speaking class were generally positive. However, he found some berries such as internet network stability, availability of internet quota packages, and students' lack of effort.

Second, from Alia et al. (2022), another research was conducted on university students in Malaysia used observations, questionnaires, and interviews to collect the data. The research mentioned using Zoom Meeting as distance learning was good, and online application had weaknesses such as a limited number of participants for non-premium users and spent much internet quota. Therefore, online learning needs to be improved to manage limited face-to-face classrooms, extend the time for discussions, and Zoom Meeting company should attract more participants.

Another research was done by Kang & Duong (2021), Student Perceptions of First-Time Online Learning During the Covid-19 pandemic in Vietnam. They did research

focus on students' perceptions of their first experience with online learning during the Covid-19 pandemic in Vietnam and their expectations about online learning. The study used mixed methods, which are quantitative and qualitative. The findings for the research of experienced and inexperienced respondents were similar. Most participants mentioned that flexibility (time, learning), video learning platforms like Zoom and Google Classroom, comfort with online technologies, and lesson delivery were helpful components of first-time online learning. On the other hand, the participants also mentioned challenges they faced: Internet access, technical difficulties, difficulty paying attention, and a lack of community.

In addition, the researcher would like to investigate the ability of senior high school students to use Zoom Meeting to join English learning by asking about their perception of the challenges in using Zoom Meeting for learning to speak. This study explores the potential online platform to support distance learning during the Covid-19 on English learning for speaking, especially among senior high school students in Indonesia. The following research questions are:

1. What is the students' perception of using Zoom Meeting for learning speaking?
2. What are the challenges for the students to learn speaking in using Zoom Meeting?

METHODOLOGY

The research design of this study used a qualitative design. The qualitative design describes an observation's outcome using data gathered from existing sources (Shidiq & Choiri, 2019). This research explores the students' perception of using Zoom Meeting and its challenges in supporting distance English learning during the Covid-19 pandemic and the result of the data were in the form of word.

This research involved 34 students in one of private senior high school in Gresik. The teacher was using Zoom meeting for teaching learning process in the classroom. Furthermore, the eleventh Science grade class was chosen as the class for the observation. The researcher chose to observe this class because the students have various scores and challenges in using Zoom Meeting. The researcher also interviewed some students based on their achievement in the class. The researcher chose the students with good, average, and poor achievements in their English lessons. The information came from the English teachers' who had the scores of the students.

The data on this research was collected to answer the research questions. The data was collected through observation and interview in online and offline with the students in one of private senior high school in Gresik. The

observation checklist was adapted from (Pratiwi et al., 2021) and it was used to help the researcher to explore the observation. The researcher got the permission to join 2 meetings to observe the students' learning activities using Zoom Meeting. The interview was used Bahasa Indonesia with 10 questions to obtain detailed information. The interview was recorded to obtain all the interview's information.

The researcher analyzed the qualitative data using three stages: data reduction, data display, and data report. Data reduction was made by making the transcription from the interviews. The researcher chooses the important information and reduces the unimportant information for the research. Then, data display was used by classifying the data from the interview related to the research questions.

RESULTS AND DISCUSSIONS

RESULTS

The results indicated two study findings that answered two research questions. First is the students' perception of using Zoom Meeting for learning speaking. Second, the challenges for the students to learn speaking in using Zoom Meeting. They have been recorded by the observation and interview sessions.

The students' perception of the use of Zoom Meeting for learning speaking

To answer the first research question, the researcher interviewed the participants with ten questions, including their experiences, feelings, and difficulties. The first question the participants gave was whether they knew about Zoom Meeting. All participants answered that they knew Zoom Meeting was an application used for supporting their online teaching or learning without having to meet directly with each other. Furthermore, the participants said that before their school used Zoom Meeting as their tool for online learning, they used WhatsApp and Google Classroom for collecting their assignments. Then, the teacher used Zoom Meeting for the teaching and learning process. All the participants are impressed when using Zoom Meeting. Zoom Meeting was more flexible and easier because, in Zoom Meeting, the participants or the teacher presented the material easily, saw their friends and teacher virtually, and could ask and answer directly.

The next question the researcher asked the participants was, "Do you really enjoy using Zoom Meeting in the class?". It was found that the participants enjoyed using Zoom Meeting for learning. The students mentioned that they can use Zoom Meeting everywhere and they feel comfortable with that. However, participant

C said sometimes he feels bored and tired because they need to stare at their laptop or phone every day. He added that he often felt sleepy when the teacher only gave the material without interaction. To overcome the situation, he pointed out some strategies, such as turning off the video camera because of afraid the teacher know that he was yawning or looking sleepy, and he started to move out to the living room for a while, stretch his body, or drink a glass of water. It was also can be seen from the observation the students seemed really enjoy during learning process and they followed the lesson from beginning to end of the class.

Next, the question was asked to determine whether the participants had difficulties operating all of the features in Zoom Meeting. In this context, the researcher saw during the observation session that they had no difficulties operating the features and all of them could operate. However, the participants felt nervous at the first time. The participants were confused when using that platform because they had never used it in online learning. By this time, the participants can operate it with themselves while watching the tutorial on YouTube. The responses from the interview also support it. Most participants mentioned that they could operate all the features well. It just clicked the icon under the platform. When the participants want to respond to the teacher, they just need to turn on the microphone or give a raise hand sign.

The following question was given to find out does Zoom Meeting can affect their speaking skill. In observation showed that they only saw and listened to the teacher's explanation for the first time. Moreover, as time went by, the participants tried to give a response, ask, and answer the question to a teacher using several features in Zoom Meeting. They think online learning was effective, and Zoom Meeting was an appropriate media to support the learning process. Furthermore, Zoom Meeting can enhance their speaking because they feel confident to speak when their friend is not around them. As participant A explained,

"It affects me to speak miss without any worries, I did not feel nervous to answer teacher's questions miss, because the learning process not occurs in a classroom even if I am not good enough to speak English."

The students have self-confidence to speak English and they did not feel afraid of making a mistake. On the other hand, one student said that he felt shy and nervous in his speaking, but he could reduce his shyness and nervousness in trying to relax and calm down. Furthermore, the students have difficulties in communicating because of the

difference in their mother tongues and it requires much practice.

Another question about perception was given to find out their teacher use Zoom Meeting to help them in practicing speaking. Most of the participants showed the teacher used Zoom Meeting for discussion sessions. The teacher usually used Break out of a room to make a group discussion. In Break out room, they divided into some group's discussion. As participant C said,

"..yes miss, usually our teacher makes a group discussion miss and he uses break out room to start the discussion."

However, the teacher used many features to support their speaking. He was making a group discussion or only giving some questions in the chat box to know their ability in speaking. It can be seen during the observation; the teacher gave some cases or questions that should be discussed in break out room within a limited time.

The last question was given to the participants to find out should the implementation of Zoom Meeting be improved again. During the observation the participants gave positive responses to implementing Zoom Meeting for learning speaking. All students said Zoom Meeting was a good media platform for learning. It was not only for learning English subject but can apply another subject. It also helped the teacher to make it easier in the teaching and learning process. Zoom Meeting was a good choice whether the teacher could not attend the class. In addition, the features should be improved for a limited time in using Zoom Meeting, extend more participants, and the amount of quota that must be spent. As participant A mentioned

"I think Zoom Meeting is can use when the pandemic end or the learning process goes normal like before the pandemic come. Because that platform is very flexible."

The other participants shared the same opinion that the features in Zoom Meeting should be improve as well, because when using Zoom Meeting there was a limited time. It was only 40 minutes to get free and they have to spend much money and internet quota to get premium features.

The challenges for the students to learn speaking in using Zoom Meeting

In this part, the researcher presents the result of the students' challenges to learn speaking using Zoom Meeting. Based on the question given to the participants about their challenges, it can be concluded that Zoom

Meeting brought several challenges for students in learning speaking. The student mentioned many challenges that they found during use.

Self-Confidence

The first challenges based on the result of the interview was self-confidence. Self confidence could be considered as the main influential factor in teaching learning using Zoom Meeting. The following information was gathered from the observation and interview section of the participants. Most participants said they have self-confidence but did not know how to build self-confidence when learning speaking. However, one participant utilized her self-confidence as well. She thought that speaking in English was fun and challenging. Especially in online learning and Zoom Meeting, she always tried to respond and answer the teacher using English. She was one of the active students in the class. The researcher saw in the observation that she had good self-confidence in speaking, and there was no problem with her learning speaking using Zoom Meeting. As participant A said

"...I feel confident miss when our English teacher using Zoom Meeting for learning and teaching process. It can improve my speaking skill and also I can practice our speaking in front of the teacher."

On the other hand, other participants said they were a little bit afraid and nervous when speaking in front of friends or teachers. Even though the learning was done by online. But those participants thought that Zoom Meeting was a good platform for learning speaking and when the teacher gives them a question, they still answer it directly, even with mixed language.

Language capability

As we know that English is a foreign language in Indonesia. Most of the students used to use Bahasa Indonesia for their daily conversation. Furthermore, based on the interview and observation, all participants said their language abilities were not good enough. Therefore, one of the participant's challenges was language ability. They had to face the challenge when they were learning speaking. The participants mentioned being afraid of making mistakes in grammar and pronunciation. Moreover, they are not used to speaking English. It made them not as fluent as when they spoke in Indonesia.

They gave same responses that their difficulties in speaking English were making mistake in grammar and pronunciation. It can't be denied that shame and afraid of being bullied from their friends can affected them in speaking English. However, the participants said learning speaking through zoom meeting would be better in

improve their speaking ability, although they must use mixed languages. Zoom meeting also encouraged them to try to speak English, and even they should translate it first on google.

Internet network and access

During the observation the researcher showed many students showed their challenges was from the network's condition. It also supported from the interview they said even though they lived in city, it did not mean that they had a good signal. They often got a bad signal. During the interview session, the participants said many students have bad internet connections while using Zoom Meeting in the process of teaching and learning and often left the Zoom Meeting. Even though the students used Wi-Fi and got a free quota from Kemendikbud, they still had a bad and unstable internet connection. All the participants said the same opinion about that and to overcome those situations they tried to rejoin again and asked a permission to the teacher that they had bad connection. The teacher really understands in this situation so, he can't force his students to always stand by in zoom meetings.

Media devices

There were some challenges while applying online platforms, especially Zoom Meeting. It was supported from the observation and interview which mentioned that some students lack experience in applying this online platform. The interview showed that the students applied Zoom Meeting as something new because they had already known this platform since they studied during this pandemic. Furthermore, the students were still confused about using Zoom Meeting properly because they rarely used it while learning English. Sometimes, the students had difficulty using all online platforms or media such as Google Classroom, Google Meet, Zoom Meeting, and others. The students also said that when they tried to use a new platform, they forgot about the last platform that was used before. They struggled because of this situation and had little experience applying the platform, but all of them could handle it as well. They thought that at the first time Zoom Meeting look so difficult to operate because they never used or operated this platform. They thought it is same as WhatsApp or YouTube, but now all of them can operate it because they were used to it since the online learning begin. Furthermore, Zoom meeting application spend much internal storage, while their mobile storage or RAM were small. Sometimes, they need to delete unnecessary application to download Zoom Meeting on their PC or Phone.

DISCUSSION

The students' perception of the use of Zoom Meeting for learning speaking

Based on the interview result, the students perceived that using Zoom Meeting brought some benefits, especially for their effort in learning speaking. The most mentioned benefits were gaining self-confidence, improving speaking skills, and becoming more active in practicing speaking. It is in line with Menggo (2021) stated that Zoom Meeting stimulated the student to practice speaking during the class. Subsequently, based on the students' answers, Zoom Meeting as media for online learning effectively help them improve their speaking skill. It can be seen from students' responses that they are becoming more active in answering and responding when the teacher asks a question or explains the material. Other results include self-confidence, language ability, and courage to speak in public.

Furthermore, most students prefer Zoom Meeting for online learning because many features support their learning and teaching process. It was in line with Kang & Duong (2021) that using Zoom Meeting for media in learning becomes flexible and enjoyable. Zoom Meeting was their favorite platform rather than the other platform. Nevertheless, a few students said Zoom Meeting was difficult to use the first time. However, the students could face that problem by seeing a tutorial on YouTube and asking their friends, which was not a big deal for them. It is confirmed from Suparmi (2018) who claimed that the students were having fun learning in the class because when the learning happens in the classroom for a long time, they might repeatedly become bored with the same learning pattern

The challenges for the students to learn speaking in using Zoom Meeting

In this part, the researcher perceived the challenges for the students to learn speaking using Zoom Meeting, which was used to answer the second research question. Based on the results of the analysis showed that the students had many challenges while they used Zoom Meeting to learn speaking. All the students mentioned they have challenges related to technical issues, including media devices, internet access, and networks. The students have challenges such as lack of technology especially using many platforms during the pandemic. It was in line with Alia et al. (2022) the students assumed that. Zoom Meeting was expensive because it had limited time, which was 40 minutes, so they had to pay more if they wanted unlimited time. In addition, the students got challenges from the internet quota or networks. The students did not feel comfortable spending more quota in this situation because

some complained that they did not have enough internet quota.

In addition, based on the results of this study and previous studies, they were still related. Although the students felt that Zoom Meeting was very useful because it had some unique features. The students have many challenges that should be considered while using this platform. The students agreed that they decided to use Zoom Meeting at the perfect time. If the learning process goes back to normal, the teachers or students can come to the school. This platform could still be used for future learning, but the feature should be improved.

CONCLUSION AND SUGGESTION

Conclusion

From the findings and discussion above, it can be concluded that the students' use of Zoom Meeting for learning speaking positively and negatively impacted them. However, positive perceptions were generally mentioned from the students. The students thought learning speaking using Zoom Meeting was fun and flexible. Most of the students said they enjoyed the online learning done by Zoom Meeting. Zoom Meeting was also an excellent platform because it was easy to operate, and all of Zoom Meeting's features were useful for supporting learning speaking. Furthermore, most students said Zoom Meeting was still to be used in future learning but needs little improvement in some features.

In addition, the students also mentioned their challenges, most of which were about the internet connection between teachers and students. The students learned English in using and applying all features of Zoom Meeting, such as video camera, microphone, share screen, raise-hand, chat-box, break-out room, and recording, which were very helpful for learning. The students learned with using those features in class and used them properly with their functions. All of those features were useful for online learning, especially speaking because speaking was one of difficult skills if it was not practiced directly. Fortunately, the process of learning and teaching is successful enough. Student challenges were related to technical problems such as devices, signals, and facilities. Some students did not master technology very well because the students were unfamiliar with using Zoom Meeting for learning. The other was about devices and networks. Both teacher and students got an error whether the PC or Wi-Fi. The cause of those problems was that the unstable signal did not support the online meeting. Therefore, Zoom Meeting was an online platform that was simple, flexible, and effective.

Suggestion

The researcher offers suggestions for English teachers, students, and future researchers concerning this study. Before using Zoom Meeting, teachers should ensure that all devices and internet connections are working properly. Additionally, they must use Zoom Meeting as much as they need. If that is not possible, they can use a different platform that does the same role as Zoom Meeting, such as Google Meet. For the students, when they are using synchronous platforms, they should not have to think that they waste much quota for their online learning.

Moreover, this is a great opportunity for them to receive the materials rather than only accept, read and watch the video alone. For future research, the researcher should look over many students' perceptions in many schools in Indonesia, observe students' responses in many classes, and emphasize other English skills for using more study techniques with many group participants. It is because the researcher had limited time and participants since this study was only conducted at one school in Gresik and for a small group.

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