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## STUDENTS PERCEPTION ABOUT ZOOM MEETING APPLICATION INTEGRATION IN (EFL) CLASROOM

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### Abstract

This research aims to determine students' perceptions of learning English class (EFL) in the language material evaluation course and the development of Zoom meeting application integration. This research is qualitative descriptive in nature to determine understanding of students' perceptions of the experience of using the Zoom application in EFL classes. Then the analysis used by research is interviews and questionnaires using data reduction, data display, and concluding from research problems. In this case, the results of interviews using 8 questions and a questionnaire consisting of 20 questions items for students show several difficulties faced by students when learning in EFL classes using the Zoom application, one of the biggest difficulties faced by students is weak signal and quota, because students will miss the material presented by the lecturer and spend a quotas that is much different from other applications.

**Keyword:** *Zoom app, EFL Classroom*

### Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap pembelajaran English class (EFL) pada mata kuliah evaluasi materi bahasa dan pengembangan integrasi aplikasi Zoom meeting. Penelitian ini bersifat deskriptif kualitatif untuk mengetahui pemahaman persepsi siswa terhadap pengalaman penggunaan aplikasi Zoom di kelas EFL. Kemudian analisis yang digunakan peneliti adalah wawancara dan angket dengan menggunakan cara reduksi data, display

data, dan penarikan kesimpulan dari permasalahan penelitian. Dalam hal ini, hasil wawancara dengan menggunakan 8 pertanyaan dan angket yang terdiri dari 20 item pertanyaan untuk siswa terdapat beberapa kesulitan yang dihadapi oleh siswa ketika belajar di kelas EFL menggunakan aplikasi Zoom, salah satunya kesulitan terbesar yang dihadapi siswa adalah lemahnya sinyal dan kuota, karena berefek mahasiswa akan ketinggalan materi yang disampaikan dosen dan menghabiskan kuota yang jauh berbeda dengan aplikasi lain.

***Kata kunci:*** Aplikasi Zoom, Kelas EFL

## Introduction

In recent years, digital technology has recognized its potential sophistication for the use of the English language learning process (EFL). The advanced digital technology available today presents itself as an opportunity to assist and facilitate students learning (Rohs and Ganz, 2015). So that it can help and make it easier for student to learn English (EFL) at the college level with application media. In this case, to maximize the teaching and learning process carried out without face-to-face meetings or called online learning. Moreover, during the last three years, technology has developed rapidly, due to the coronavirus Covid 19 outbreak which has caused a surge in all activities from home.

The coronavirus outbreak has caused a surge in all work-from-home activities. This makes the use of the Zoom application very effective in online learning during Covid 19 presented by (Aguilera-Hermida, 2020). The Zoom application is very useful in situations these years. So Zoom has become one of the most popular video conferencing applications for virtual meetings during the Covid 19 pandemic (Strauss, 2020). In this case, the development of digital technology provides applications, one of which is the Zoom meeting application as an alternative to face-to-face video conferencing that can be accessed by students and lecturers for the learning process (EFL).

Zoom meeting application is a platform that provides video call features with large-capacity participants. Even systems such as Zoom have been implemented to maintain communication in various areas, such as business, education, meetings etc. (Puddister and Small, 2020), (Toney 2021). Then for use of the Zoom application users with one platform provide the service; to record sessions, collaborate, and share or annotate each other's screens. So Video conferencing services have become a vital social media for millions of people. The comprehensive Zoom app is software that hosts virtual meetings with team members or participants in a program to get together from anywhere (Williams, 2020). In the last few years, the learning proses in the world of education has been helped by the Zoom application. Making the learning system online, especially for learning English Foreign Language (EFL) helps students reach the fluency stage.

In this case, research related to the use of online learning media in the form of the Zoom application was carried out by (Mpungose, 2021). The title "Lecturers reflection on the use of Zoom video conferencing technology for e-learning at a South African University in the context of coronavirus", explains about the use of video conferencing technology (VCT) which refers to the Zoom application for learning during the covid pademic, to partisipants of 15 lecturers from educational programs using qualitative methods through one on one semi-structured interview activities at a South African University. However, it is different from the research that examines the integration of Zoom media in online learning in EFL classrooms, in student participants from EFL classes at the University level.

Several previous studies have been conducted on the use of the Zoom platform for teaching and learning. Then several video and Audio based conferencing services, and features in Zoom are available. So that it becomes an integral part of the student's academic media (Agbo, 2020). Especially in online EFL classes synchronous communication in the context of video conferencing have found popularity in recent years (Chessa and Solari, 2021; Rassaei, 2017). Therefore, the use of the Zoom application for distance learning in EFL classes creates satisfaction and provides an experience in the learning process. So several previous studies examined the use of the Zoom cloud meetings in the learning process as a learning medium in the classroom. In this case, the study

examines the perception of students' experiences on the integration of the Zoom meeting application in the English learning (EFL) process.

Research on participants' perceptions of the use of new technology such as the Zoom meeting application (EFL) classroom (Admiraal, 2019). Knowing student perceptions about their experience using the Zoom application as a media integration of student learning, especially in (EFL) classroom. Therefore, the research will explore about the University students' perception about of Zoom meeting application integration in (EFL) classrooms.

Perception is the process of entering messages or information into students' brains, using perception students continuously make connections with online learning (Agarwal & Kaushik, 2022). This relationship is carried out through the senses of sight and learning so student perception is a complex process that causes students to summarize the information obtained (Hue & Kennedy, 2014). In addition, perception can be from experience about objects, events, or relationships that are obtained, thus interpreting information from sensory organs to represent and conclude the information obtained.

In this case, what is meant by Student perception is having different thoughts and different perceptions. But the difference between one student and another by likes an object and some who don't like the object really depends on how the student responds to the objects with his perception. So that there is a process of understanding or giving meaning to information. Abbiss, Peiffer, Meeusen, & Skorski, 2015 explaining perception is to define and provide guidelines to ensure proper measurement. In this case students' perception of images or ideas in online learning. Perception in the context is a mental activity of interpreting the message received. Thus, the same thing to cognitive feeling is like a voluntary action and is very important for the judgment of personal action (Preston & Wegner, 2009). Therefore, students' perception as the process of obtaining and processing information.

The Zoom meeting application integration in the EFL classroom is a media integration between the Zoom application and students in the EFL classroom. In this case, Zoom app is a communication tool that can be used on a variety of devices, both mobile and desktop. This application is usually used to conduct face-to-face remotely with a large number of students. And the Zoom app has practical capabilities for online meeting settings. Then this application became one of the Media for the learning process in thge EFL class. The Zoom application is used for collaborative learning and to create engagement among student

networks (Israel, 2009). So the media application Zoom has become an integral part of students' academic learning. The advantage of this platform is that it is free to use by anyone with a time limit of forty minutes, and there is no time limit if our account is paid.

Zoom has other features that allow Zoom users to record sessions, collaborate on projects, share or annotate each other's screens, and discuss or send files via Zoom chat. So that all the features into one platform that is easy to use. So this Zoom service and its features make it safe and comfortable to carry out the EFL learning process in an online atmosphere in different places.

EFL is an English class being the most widely spoken language in the world and most often taught as a second language or in foreign language classes. In this case, learning in the EFL class is a process of interaction between students, educators, and learning resources in a learning environment that includes teachers and students exchanging information or (Porto, 2007) argues the learning process in the EFL class. In the EFL class, it is devoted to students (Kalantzis M, 2015) in college. Then according to (Li Ju Shiu, 2011) tested the perceptions of EFL students in this field by using a questionnaire. So this EFL class is the target of research to find out about the perceptions of EFL class students in the experience of using the Zoom application.

Online classes are a form of distance learning or can also be referred to as digital-based online learning or e-learning, which requires an internet network and uses virtual portals or digital technology to interact, learn and discuss with teachers and students in one class. So with digital technology, the class becomes modern as it is often called an online class (Starkey, 2019). Then this online class does not require face-to-face meetings and a location for starting classes. In this case, technology can provide a more convenient and flexible way to deliver learning in online classes (Graham, 2013). With technology, students can complete more complex tasks, according to (Howard, 2016). Therefore, online classes have become increasingly popular over the last few years.

In this case, this research examines students' perceptions of experiences regarding the integration of the Zoom meeting application in the English language (EFL) learning process. To find out students' perceptions about their understanding and experience using the Zoom application as a medium for integrating student learning, especially in (EFL) classes.

## Research Methods

This study was descriptive qualitative interview study research design (Sandelowski, 2000), because researchers collect information from students who experience the class EFL process by using the Zoom application. In this case qualitative data can be collected using the interviews or questionnaire methods (Widodo, 2014; Schrepp, 2017). Then researchers conduct semi-structured interviews with participants and questionnaires to add information to make it more valid. In this case, the participants were the research object using five students majoring in English education in the fifth semester at the University level. Especially in EFL classes who have experienced the learning process using the Zoom application or online learning systems that uses the Zoom application.

Data collection methods can also be interpreted as methods used by researchers to obtain relevant data. In this case, after conducting deeper interviews and exploration, then the process of collecting data according to (Van, 1997). The data collection method in this research is an interview and questionnaire in this case, the researcher used the interview method to find out information (Cohen. 2013). Researchers use qualitative description methods to gain understanding in investigating a phenomenon. In this case, interaction with students is carried out through in-depth interviews and exploration. then prepare a list of specific questions for several students as targets in this research. In conducting semi-structured interviews one by one, each person lasted around 20-30 minutes and then recorded. Then the questionnaire is done via Google Forms.

Data analysis is the next procedure after the qualitative data collection process. In this case, data analysis is the process of systematically searching and compiling data obtained from the results of the interview or questionnaire. Then the data analysis is done by data reduction, data display, and concluding (Miles, and Huberman 1994. 10).

## Results and Discussion

### *Results*

The researcher wants to see and know the data collected to answer the researcher's questions; How are Students' perceptions of learning English class (EFL) in the language material evaluation course and the development of Zoom meeting application integration? in this case, it is intended to find out the perceptions of fifth-semester students regarding the use of the Zoom application in online learning in EFL classrooms at the University level. The collection of research data was based on the results of students' answers to the questions

given, mainly from interviews with 8 questions and a questionnaire consisting of 20 question items for students.

In this case, to conduct face-to-face interviews, first prepare a list of specific questions for several students as targets in this research, then conduct semi-structured interviews one by one, each person lasting around 20-30 minutes and then recording them. In this case, the questionnaire is carried out via Google Forms. The first step is to share the Google-forms link via WA online, then click and fill out the questionnaire on the Google-forms link that has been sent via WA. In this case, five students participating in English language education (EFL) at the university level were involved. The data analysis technique used by researchers after collecting data through interviews and questionnaires is to find out the results of students' answers. After collecting data from interviews and questionnaires, researchers identified and classified students' perceptions regarding the use of the Zoom application in online learning in EFL classes at the University level.

#### Sample of an Interview

**Table 1. Sample of an Interview Script for Students that is Semi-Structured.**

<i>Q: In your opinion, will the online learning Zoom application in English education classes be helpful?</i>
<i>A: Helpful because Zoom is an application for discussion by allowing many participants to join so it really helps online learning.</i>
<i>Q: In your opinion, how is the process of learning English with the Zoom application?</i>
<i>A: After i have joined the Zoom application, then the lecturer opens the class and explains the material by</i>

- 
- doing a share screen, then the lecturer asks questions and answers via microphone or chat Zoom.*
- Q: In your opinion, during the process of learning English through the Zoom application, were there any problems with the features in the Zoom application?*
- A: Yes, for cellphone users there is still no virtual background available, but it is available on laptops.*
- Q: What do you think about the delivery of material through the Zoom application, is it well conveyed?*
- A: Conveyed properly and clearly if the signal is smooth, but if the signal is not smooth then it doesn't convey well.*
- Q: In your opinion, what are the benefits that can be felt during the process of learning English through the Zoom application?*
- A: The benefits of being able to discuss online without having to go to the location.*
- Q: In your opinion, what are the supporting factors or advantages of the Zoom application in the English learning process?*
- A: The Zoom application can allow many partisipants and is accompanied by supporting features for learning such as share screen, background, Zoom chat, video call.*
- Q: In your opinion, what are the inhibiting factors or weaknesses of the Zoom application in the English learning process?*
- A: The signal network is bad, so the learning process is intermittent or not smooth.*
- Q: How do you try to deal with these obstacles?*
- A: Looking for a signal and a quiet place so that lerning runs quietly and smoothly.*
- 

From the results of the interview, regarding student perceptions regarding the use of the Zoom application media in online learning for EFL classes in evaluation and development courses. In this case, the results from interviews with five students in the fifth semester of the EFL class provide support in the online learning process. Then the Zoom application provides many benefits to students when studying online. With online learning taking place in language classes using the Zoom application, the lecturer explains the material using a shared screen on Zoom, then the lecturer asks questions to the students, and then the students answer using a microphone or via chat on Zoom. Even though students experienced problems such as weak signals during the learning process, the material presented by the lecturers was delivered well.

#### **Sample of the Questionnaire**

**Figure 1. Sample of the Questionnaire graphic for Students**



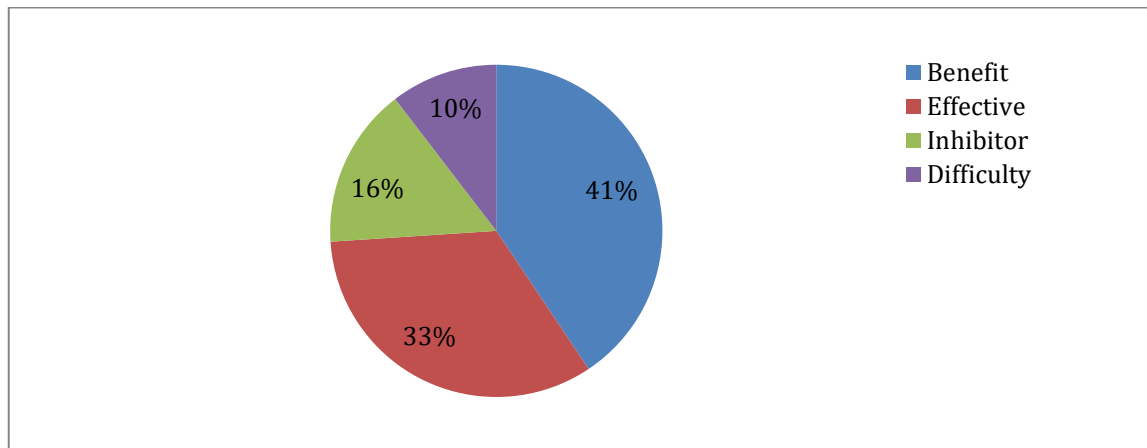


Figure 1. Result of the Questionnaire

From the results of the questionnaire in the picture above, using the Zoom application students find it helpful and fairly useful and effective in online learning in the EFL class. However, using the Zoom application challenges students with a weak signal so that the learning process is not optimal and uses up a quota of around 500MB-1GB.

### Discussion

The results of interviews and questionnaires on students' perception of using the Zoom application in online learning for EFL classes at the Islamic University of Jember 2022. It can be concluded that in online learning EFL classes in semester fifth of Islamic University of Jember 2022, many use the Zoom application rather other applications such as the Google Meet application and others. The Zoom application has good quality in both audio and video, compared to other applications such as Google Meet which has lower quality in audio and video which is not good when used in meetings with a large capacity of participants. In this case, online learning with the Zoom application media is very helpful for fifth-semester students' in EFL classes and according to students needs for effective learning (Betes, 2018). However, there are obstacles such as a weak signal so the learning process not optimal and uses up a large quota of around 500MB-1GB.

Because the location is far from the signal and allows buying quotas which are quite expensive. But by looking for a place that is reachable with a signal or by switching to wifi, so that the obstacle and the learning process run smoothly again. Besides that, in the Zoom application, there are also supports for the learning process as follows; facilitating online learning such as being able to video call, being able to allow more than 100 participants, being able to share screens if you want to display material, and being able to change the background.

So that students become more comfortable in online learning with this Zoom application. In this case, online learning with the Zoom application can be utilized by students by discussing not only in class but can be in other places and flexible, but also that the material can be conveyed properly. (Magalhaes, 2020) argue that accessibility to online resources facilitates interview online class discussions, provides immediate feedback, is a solution for studying with large numbers of students, and can improve student performance. Therefore the results of the interviews and questionnaires for students in the fifth semester EFL class at the Islamic University of Jember 2022 on the Zoom application media are helpful, fun, and provide a different experience when learning English (EFL).

## Conclusion

Based on the results and discussion of the research that has been described in the previous chapter about student perception of the Zoom application media in English lessons in EFL classes at the Islamic University of Jember for the 2022 academic year. The researcher concludes that student perceptions after using the Zoom cloud meeting application show that this application provides convenience and flexibility to online learning activities. Even though network instability or network connection is an obstacle that students often encounter, the material delivered through the Zoom application is conveyed well and does not turn down students' enthusiasm to continue participating in the online learning process.

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