

# SEVENTH GRADE STUDENTS' PERCEPTIONS ON THE USE OF ZOOM IN ENGLISH LEARNING DURING COVID 19 IN PEMATANGSIANTAR

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## Article Info

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The Indonesian government's policy of closing all schools as a step in combating the spread of corona virus disease (Covid 19) result in changes in the learning system. It is undeniable that this causes some confusions for both teachers and students because all learnings must be done at home. On the other hand, learning must still be done. And the best way to keep learning even when staying at home is to use technology. One of the technologies used is Zoom Meeting application. This study aims to find out the perception of seventh grade students on the use of Zoom in English learning during Covid 19. This research was conducted at Methodist Junior High School in Pematangsiantar. There were 37 students as the subjects of the study. Qualitative descriptive was a method used in this study by giving questionnaires in the form of google forms to students. The results of this study showed that the use of Zoom in English learning helps both students and teachers in terms of operation and understanding of learning. This can be seen from the number of students' responses exceed 50% choosing "Agree" and "Agree Strongly" toward the questionnaire's statements given. Meanwhile, only in questionnaire number 3 in the statement "Zoom saves internet data, so I always follow Zoom in English learning" there were 46% choosing "Agree" and "Agree Strongly", while the total number of those who chose "Disagree" and "Disagree Strongly" was 54%. This indicates that approximately 50% of students do not always follow zoom in English learning..

Keywords: Zoom Meeting, English learning, and Perception

## 1. INTRODUCTION

The corona virus (COVID 19) case was first discovered in Wuhan city, Hubei province, China on December 31, 2019. Corona virus is a virus that causes infection of the respiratory tract. The virus can also cause severe lung infections that can lead to death. The virus can be transmitted through saliva splashes, air transmission, physical contact as well as contact with surfaces that have been contaminated by sufferers. The World Health Organization WHO (2020), has announced that the corona virus is a global pandemic. This is because the corona virus has spread to 118 countries. The number of victims infected with coronavirus increases every day. The virus has spread to almost all countries in the world including Indonesia. The Indonesian government is taking several policies to combat the spread of coronavirus. One of the policies of the Indonesian government is to work, study and worship at home.

Referring to the Circular letter of the Ministry of National Education No. 4 of 2020 governing the implementation of education policy in the emergency period of the spread of Covid-19. The government recommends that the implementation of teaching and learning activities be carried out by online systems Dabbagh, N., Ritland (2005), stated that online learning is an open and distributed learning environment



that uses pedagogical tools, enable by internet and web-based technologies, to facilitate learning and knowledge building through meaningful action and interaction.

This is done as a way of combating the spread of the Covid 19 virus. So that the implementation of online learning has been started averagely since March 2020 in almost all regions in Indonesia. Even if the school is closed or there is no face-to-face learning, the process of learning must still be done so that students can still learn. Teachers must be ready to make a change to be able to continue teaching in accordance with the Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers (UUGD), it is said that as professionals, teachers and lecturers are required to have four competencies: 1) pedagogic competence, 2) personality competencies, 3) professional competencies, 4) social competencies. It is in this pedagogical competency that teachers must be able to manage learning and even with remote situations or using online learning.

The best way to keep learning in this pandemic time is to use technology. Teachers and students are forced to get used to the use of technology in learning. Some platforms in the form of applications began to be used in the learning process, for example Zoom, Google Classroom, Google Meeting and others.

Internet-based learning media must be appropriate, because otherwise it will make a bad impact on the purpose of learning. An educator must be able to understand the effectiveness of digital technology in learning (Putrawangsa & Hasanah, 2018). Online learning can be helped by using an application that provides video conferencing facilities. Video conferences help with interactions between teachers and students even in different places (Sandiwarno, 2016).

One of the applications that provide video conferencing facilities is the Zoom Meeting application. By using this application, face-to-face interaction can still be done virtually. This application is free and paid. If the free usage is limited to 40 minutes only, on the contrary there is no time limit if the paid one. The app can accommodate up to 100 people in a single session. The app has sharing features such as HD video and audio, recordings and transcripts, screen share or screen sharing, team chat, scheduling features, password security. This application is already widely used not only in the world of education but also in the corporate world. Large companies also use zoom applications to conduct meetings or seminars to accommodate their remote employees (Haqien & Rahman, 2020)

Methodist Junior High School is located in Pematangsiantar, North Sumatra, is one of the schools that implements online learning starting from March 13, 2020. It has been over a year of online learning done. Through field observations and interviews conducted, it is undeniable that this causes some confusion for both teachers and students because all learnings must be done at home. The face-to-face system that is generally done is replaced with an online learning system. Not all students have mobile phones, and not all students have internet data packages. It also affects students who live in areas where it is difficult to find internet access to online learning. Methodist Junior High School uses several learning application platforms on the process of learning. One of them is zoom meeting.

Seventh grade or first grade junior high school is the first level when the children enter a higher level from the elementary school level to the new level of Junior High School. It is a rather difficult time for the children, as they had to adapt to the new school with a new environment. The challenges that children face must also be different, when they are still in elementary school and junior high school. In elementary school, children may still be able to play a lot more, but at Junior High School, children will experience challenges to face competition for achievements, new environments and new friends (Dabbagh, N., Ritland, 2005).

One of the academic subjects taught in Junior High School is English. Based on field observations and interviews with English teacher who teaches the seventh-grade students, there are some students who never learned English at all in elementary school. However, they must follow the same curriculum virtually with students who have already learned English while they were still in elementary school. One of the



objectives of Junior High School English learning is to develop communication competencies in oral and written forms to achieve functional literacy levels.

Students are the most important part of the successful learning process. Students are determinants of whether a learning process is successful or not, while the teacher provides according to the needs of students. Students can give ideas and responses to improve the quality of learning that can improve students' learning outcomes. Perception occurs because of a response to stimuli. In this case, the student's perception is the student's response to the learning process that the teacher has given to the student. Slameto (2010), states that a teacher can better predict the perception of his students for the next lesson because the teacher has known first the perception that has been possessed by the student from the previous lesson. For this reason, it is necessary to understand the perception of students about the learning process that becomes input for teachers to be able to compile and formulate learning goals according to the needs of students

There was a previous study related to the students' perception about the Zoom application that is a journal entitled "Perception of English Education Students at UIN Sunan Ampel Surabaya towards Online Learning Via Zoom During the Covid 19 Pandemic" conducted by Siti Uswatun Khasanah & Ainun Syarifah, (2021). The results of the previous research conducted by Siti Uswatun Khasanah and Ainun Syarifah showed that (1) the use of Zoom application provides new experiences in online learning activities (2) students can easily operate some the Zoom application features (3) the learning process expects students to use 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 Zoom application, and (6) students can use the Zoom application easily in carrying out of online learning activities

The differences between this research and previous research lie in the research scope and research subjects. In terms of the research scope, the previous research investigated the students' perceptions towards online learning, meanwhile, this research focused on one academic subject that students studied in school that was English subject. Then, in the terms of research subjects, the previous research subjects were students of university while the subjects in this research were seventh grade Junior High School students who were still unstable and not yet as mature as students of university.

Therefore, it is necessary to conduct a study on how seventh graders perceive Zoom in English learning to get input on the use of the application that has been done whether it has been effective in achieving its goals or not and to provide further learning input.

## 2. RESEARCH METHODOLOGY

### 2.1 Approach and Type of Research

This research was conducted at Methodist Junior High School in Pematangsiantar from 9<sup>th</sup> April to 18<sup>th</sup> May 2021. Qualitative descriptive method was used in this study. Moleong (2005), mentions that qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, actions and others holistically and in the form of description in the form of words and language, in a special context that is natural by utilizing various scientific methods. The study examined the perception of seventh grade students of Methodist Junior High School on the use of Zoom in English learning during Covid 19.

### 2.2. Research Procedures

The population is as a whole group of people, events, or things that attract the attention of researchers where the researchers want to investigate it and draw a conclusion against it (Sekaran & Bougie, 2016). The population in this study was seventh graders of Methodist Junior High School in Pematangsiantar numbering 184 students. mentions that the subject is taken all if less than a hundred, but if the subject is large or more than 100 can be taken 10%-15% or 20%-25% or more. Methodist Junior High



School has 184 seventh graders spread across six classes. The sample from this study was 20% of the total students,  $20\% \times 184 = 37$  students.

This study uses probability sampling technique in the form of proportionate stratified random sampling. This technique is used so that in sampling all classes represented, the number of samples from each class must be the same (Azwar, 2010).

Tabel 2.1 List of Research Samples Conducted

No.	Class	Number of Students	Percentage	Sampel
1	VIIA	32	20%	6
2	VIIIB	34	20%	7
3	VIIIC	33	20%	7
4	VIIID	32	20%	6
5	VIIIE	28	20%	6
6	VIIIF	25	20%	5
7	Total	184		37

The data collection in this study was done by using questionnaire sent online to students. The question is sent through the google form application with a total of ten questions. This study used a questionnaire method with a Likert scale consisting of five points, namely Agree Strongly (AS), Agree (A), Neutral (N), Disagree (D), and Disagree Strongly (DS). To find out the students' perception on the use of Zoom in English learning, the data is presented in the form of a table. The questionnaire is divided into two segments, the first of the zoom application operation segment, namely questionnaire no 1-5, and in terms of learning understanding, namely questionnaire 6-10.

### 2.3 Data analysis techniques

This study uses qualitative interactive model by Miles Hubarman (Sugiyono, 2016) consisting of three stages, namely data reduction, data presentation and conclusion drawing. In the first stage is the stage of gathering a complete collection of information from questionnaires that are then grouped. In the second stage, the presentation of data is required. The last is to get the conclusion.

## 3. RESULTS AND DISCUSSION

### 3.1 Data requirements

The following is an analysis table of questionnaires collected by students about the perception of seventh grade students on the use of zoom applications in English learning during Covid 19.

Table 3.1 Students 'Questionnaire on Perception on the Use of Zoom in English Learning During Covid 19

No.		AS	A	N	D	DS
1	I can operate Zoom and its features well	35%	65%	0 %	0%	0%
2	I think the operation of Zoom is easier than other applications	<b>29.7%</b>	<b>48.7%</b>	<b>21.6%</b>	<b>0%</b>	<b>0%</b>
3	The Zoom saves internet data, so I always follow every Zoom in English learning	18.9%	27.01%	0%	48.6%	5.4%
4	Getting English material is easier by using Zoom than	<b>27.0%</b>	<b>40.5%</b>	<b>18.9%</b>	<b>13.5%</b>	<b>0%</b>



5	any other applications during covid 19 English teacher uses Zoom more often than other applications	48.6%	40.5%	8.1%	2.7%	0%
6	I get a new atmosphere in learning English during Covid 19 by using Zoom	35.1%	54.1%	8.1%	2.7%	0%
7	I feel the Zoom can improve my understanding of learning English during Covid 19	35.1%	37.8%	0%	21.6%	5.4%
8	I am more active in learning English using the Zoom than any other applications during the Covid 19	27.0%	45.9%	10.8%	16.2%	0%
9	The Zoom makes easier to discuss with teachers and with other friends rather than using other applications during Covid 19	43.2 %	32.4%	10.8%	10.8%	2.7.%
10	By using the Zoom, I can review my English lesson more easily because I can record the activities that are being done	24.3%	43.2%	16.2%	16.2 %	0%

From the results of the students' questionnaire percentage above showed that the use of Zoom in English learning helps both students and teachers in terms of operation and understanding of learning. This can be seen from the number of students' responses exceed 50% choosing "Agree" and "Agree Strongly" toward the questionnaire's statements given. Meanwhile, only in questionnaire number 3 in the statement "Zoom saves internet data, so I always follow Zoom in English learning" there were 46% choosing "Agree" and "Agree Strongly", while the total number of those who chose "Disagree" and "Disagree Strongly" was 54%. This indicates that approximately 50% of students do not always follow zoom in English learning. The number of answers and percentages from the questionnaire will be described as follows:

Table 3. 2 I can operate Zoom and its features well

No.		AS	A	N	DS	D
1	I can operate Zoom and its features well	13 (35% )	24(65%)	0 %	0%	0%

Table number two shows that the operation of the zoom application and its features is easy to perform with the total percentage of (AS) and (A) was 100% and 0% answering (DS), (D), and (N).

Table 3.3 I think the operation of Zoom is easier than other applications

No.		AS	A	N	D	DS
2	I think the operation of Zoom is easier is easier than other applications	11( 29.7%)	18(48.7%)	8(21.6%)	0%	0%



Based on table number two obtained, the total score (A) and (AS) was 78.4 %. The students chose “Neutral “were 8 students, or 21.6%. There were no students choosing “Disagree” and “Disagree Strongly”.

Table 3.4 The Zoom saves internet data, so I always follow every Zoom in English learning

No.		AS	A	N	D	DS
3	The Zoom saves internet data, so I always follow every Zoom in English learning	7 (18.9%)	10( 27%)	(0%)	18(48.6%)	2 (5.4%)

Table 4 above states that only 17 students or 46% stated (AS) and (A) against Zoom application that is data-efficient and always follow English learning. But a total of 54% who stated (D) and (DS) exposed the statement.

Table 3.5 Getting English material is easier by using Zoom than any other applications during Covid 19

No.		AS	A	N	D	DS
4	Getting English material is easier by using Zoom than any other applications during Covid 19	10(27%)	15(40.5%)	7(18.9%)	5(13.5)%	0%

Table 5 shows that the total score answered (AS) and (A) was 67.5%. While, the number of students who voted (N) were 7 or 18.9%, 13.5% of (D), and 0% of (DS).

Table 3.6 English teacher uses Zoom more often than other applications

No.		AS	A	N	D	DS
5	English teacher uses Zoom more often than other applications	18(48.6%)	15( 40.5%)	3(8.1%)	1( 2.7% 0%)	0%

Table 6 shows that the total score of students who chose (AS) and (A) in the statement “ English teacher uses Zoom more often than other applications was 33 students or as many as 89.1%. Meanwhile, there were 8.1% choosing (N), 2.7 (%) of (D), and no student chose (DS)

Table 3.7 I get a new atmosphere in learning English during Covid 19 by using Zoom

No.		AS	A	N	D	DS
6	I get a new atmosphere in learning English during Covid 19 by using Zoom	13(35.1%)	20( 54.1%)	3( 8.1%)	1 (2.7%)	0%

Table 7 shows that the Zoom application provides a new atmosphere in learning English during Covid 19. The total score answered (AS) and (A) was 89.2%. Students who voted (N) were 3 students or 8.1%, and 2.7% of (D), and 0% of (DS).

Table 3.8 I feel Zoom can improve my understanding of learning English during Covid 19

No.		AS	A	N	D	DS
7	I feel Zoom can improve	13(35.1%)	14(37.8)	0%	8 (21.6%)	2(5.4%)



my understanding of learning  
English during Covid 19

Table 7 above states that a total of 27 students or 72.9% stated (AS) and (A) against zoom application can improve their understanding in learning English during Covid 19. There were 21.6% of (D), 5.4% of (DS), and no student chose (N)

Table 3. 9 I am more active in learning English using Zoom than any other applications during Covid 19

No.		AS	A	N	D	DS
8	I am more active in learning English using Zoom than any other applications during Covid 19	10(27.0%)	17(45.9%)	4(10.8%)	6(16.2%)	0%

From table 9, it can be seen that there was a total of 27 students or as many as 72.9% choosing (AS) and (A) in the statement "I am more active in learning English using Zoom than any other application during Covid 19 ". There were 10.8% choosing (N), 16.2% choosing (D), and no one chose (DS).

Table 3.10 The Zoom makes easier to discuss with teachers and with other friends rather than using other applications during the Covid 19

No.		AS	A	N	D	DS
9	The Zoom makes easier to discuss with teachers and with other friends rather than using other applications during Covid 19	16(43.2%)	12(32.4%)	4(10.8%)	4(10.8%)	1(2.7%)

The table above shows that the Zoom application makes the students easier to discuss with both teachers and with other friends rather than using other applications during Covid 19. This can be seen from the total number of choosing (AS) and (A) was 75.6%. The number of students who chose (N) and (D) was the same, namely 4 students , or 10.8%. While, there was only one student choosing (DS)

Table 3.11 By Using the Zoom, I can review my English lessons more easily because I can record the activities that are being done

No.		AS	A	N	D	DS
10	By using the Zoom, I can review My English lessons more easily because I can record the activities that are being done	9(24.3%)	16(43.2%)	6(16.2%)	6(16.2%)	0%

Table 11 shows that the total score who chose (AS) and (A) was 67.5%. As the previous questionnaire, the number of students choosing "Neutral" and "Disagree" was the same. There were 6 students choosing (N) and (D) as well. There was no student chose "Disagree Strongly".

#### 4. CONCLUSIONS

From the results of the study supported by statements in the questionnaire that was distributed to the seventh graders of Methodist Junior High School in Pematangsiantar showed that the use of Zoom meeting in English helps both students and teachers in the Covid 19 period in terms of operation and understanding of the learning. This can be seen from the number of students' responses exceed 50% choosing "Agree" and "Agree Strongly" toward the questionnaire's statements given. Meanwhile, only in



questionnaire number 3 in the statement "Zoom saves internet data, so I always follow Zoom in English learning" there were 46% choosing "Agree" and "Agree Strongly", while the total number of those who chose "Disagree" and "Disagree Strongly" was 54%. This indicates that approximately 50% of students do not always follow zoom in English learning. Although the Zoom application can help the students to study online during Covid 19, learning innovations are still needed in order to support the learning continues to run as the goal.

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