

## Students' and Teacher's Perceptions on Zoom Application in English Language Learning

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### Abstract

*The purpose of this research was to find out EFL students' and teacher's perceptions of the effectiveness of Zoom applications in English language learning. Qualitative descriptive was used in this research. In this research, 68 students from two classes in grade 11 at SMAN 1 Fakfak in the 2022-2023 school year were used as the subjects of the study. Questionnaires and interviews were used to collect data. According to the results of the questionnaires that were distributed, it shows that from 17 statements of the questionnaires, 14 statements got a positive perception, 2 statements got a negative perception, and 1 statement got a neutral perception of the effectiveness of Zoom application in English language learning. Interviews with 10 students and an English teacher show that 7 students showed a positive opinion, 2 students showed a negative opinion, and one student showed a neutral opinion, while the English teacher showed a positive opinion toward the interview's question related to the effectiveness of Zoom application in English language learning. The research concluded that EFL students and the teacher at SMAN 1 Fakfak generally approved that the Zoom application was simple to use, interesting, and fun, and had a positive impact on students during English language learning activities.*

**Keywords:** English language learning; Teaching Media; Zoom Application

### INTRODUCTION

In 2020, the world was in uproar with the COVID-19 pandemic, which has greatly affected people's lives and caused much panic, COVID-19 originated in the Wuhan Region, Hubei Province, China. Coronavirus spread so quickly to all countries around the world, including Indonesia. Besides the basic clinical features of fever, cough, and breathlessness, the coronavirus causes some mild, moderate, and severe symptoms. The rapid transmission through direct interactions between humans and animals or humans with humans makes the number of infected victims higher.

Since the outbreak of COVID-19 in Indonesia, the government has issued regulations regarding the covid-19 outbreak. This has been regulated in Law Number 21 of 2020 concerning Large-Scale Social Restrictions in order to accelerate the handling of COVID-19. In other words, it aims to limit all types of activities in areas affected by the virus so as not to cause crowds and prevent massive transmission. This regulation was implemented in Jakarta in March 2020 by the President of the Republic of Indonesia. Other things that need to be considered to prevent the transmission of the COVID-19 virus are staying at home, washing hands, wearing masks,

maintaining distance, and also self-isolation for people suspected of being exposed to COVID-19.

The COVID-19 pandemic has caused many problems, especially in education. The Minister of Education and Culture, Mr. Nadiem Anwar Makarim, issued circular letter number 3 of 2020 in education units and number 36962/MPK.A/HK/2020 regarding the implementation of education in the coronavirus disease emergency period, all learning activities carried out online in order to prevent the spread of the coronavirus. This policy means that both lecturers and students are required to master digital technology. Online learning technology has an important role in advancing the teaching and learning process itself (Bagata, 2020). In other words, it implies that a lecturer must master online technology to regulate the class atmosphere, deliver the subject matter, and develop student enthusiasm in the virtual classroom very well.

Online learning is a learning system without direct face-to-face interactions between teachers and students. It is carried out online using a platform agreed upon by the school. Talking about online learning and work-from-home (WFH) policies from the government, they are required to master digital learning technology as a necessity. These demands allow them to know about various platforms that can be used as a substitute for direct classroom learning without reducing the quality of learning materials and targets in learning achievement. The use of technology in this COVID-19 pandemic condition is very important because technology is the delivery of messages that can assist the implementation of a learning process. Online learning provides a wide range of learning styles. Students will have the confidence to convey the problems they face in the virtual classroom to the teacher online, the situations in which they physically never do when they meet their teacher face to face in a real classroom. In the future, online learning must be developed to meet different learning needs approach and to accommodate the needs of students with different backgrounds. Along with it, some students still claim that face-to-face learning is more enjoyable than online learning (Palupi & Raharjo, 2020). As we know that online learning has limited interactions between teachers and students, it is not as accessible as face-to-face classes. Therefore, selecting the right media is very necessary. The media should be able to cover all needs of the face-to-face learning process. In this era, there are some popular platforms for delivering education, such as Google Meet, WhatsApp Group, Skype, Moodle, etc.

One of the media to be used to guide online learning is the Zoom Meeting Application. Zoom Meeting Application is an online media application that is usually used for video conferencing. The Zoom Meeting Application can be accessed from various gadgets, including laptops, Android phones, iPhones, and tablets. Dharma et al. (2017) stated that the Zoom Meeting Application is assumed to be preferable to Skype in terms of teaching and learning activities because disconnection issues do not occur in Zoom. Besides that, the audio in sharing videos on the Zoom application is heard more clearly by all members of it. There are several advantages of this Zoom application, namely the breakout room, where the instructor can divide the class into small groups and go to each class to see how things are going or what the current class situation is. The remote-control feature and co-annotation feature are also useful because the host can give mouse access to participants and also give access to use arrows, lines, pens, etc., to participants (Mu'awanah & Sumardi, 2021).

Through the Zoom application, students and teachers were able to communicate and collaborate online even while the COVID-19 outbreak increased. Research is required to see if the Zoom application is useful to deliver online learning. Since the government stopped students from attending school because of the emergence of the covid-19, students in 11 Bahasa 1 and 2 have been using the Zoom application to complete their classwork. At SMAN 1 Fakfak, WhatsApp was the first digital media platform used by teacher for English classes before students were introduced to the Zoom application.

Based on the explanations above, the researcher would like to conduct research on English students' and teachers' perceptions of the effectiveness of Zoom applications in English language learning. The results of this research are expected to be used as a recommendation in the development of a successful online learning system in the future. The research question of the study is: what are the EFL students' and teacher's perceptions of the effectiveness of the Zoom application in English language learning?

### **English Language Learning**

According to Houwer et al. (2013), learning can be seen in a person's actions or behaviors that are the direct result of their experiences, or it can be seen mechanically as changes in a person's life that are the direct result of their experiences. Hogg and Denison (2006) states English is a global language. This statement means that English is used by many countries to talk to other countries all over the world. Though, English is a both global language and a language that most of people speak all over the world. English is a language that everyone needs to learn and understand. By learning English, a person will be able to learn more about other countries and cultures.

Based on explanation above, it can be concluded that English language learning is developing English language skills in a contextual and acceptable manner according to the context and conditions of students. This is to produce a form of learning English that is more in touch with the language needs of students. In an all-digital future where all living systems use English, English in schools is supposed to help children adopt technology.

### **Zoom Application**

Zoom is a free application founded in April 2011 by billionaire Eric Yuan. Zoom can also be connected via the website, which is available for Windows, Mac OS, Linux, Ipad, and Android. Ismadella (2021) stated that Zoom Application is a popular video conferencing tool that provides a simple, effective, trustable, and efficient technology platform for audio and video conferencing, chat, teamwork, and virtual seminars on operating systems, mobile devices, and other comparable devices. The base subscription for this app effectively currently provides 40-minute meeting sessions. According to Cakrawati (2017), Zoom is a free and app social learning platform, provides a number of features that allow students to connect and collaborate with teachers and peers, as well as access teacher-created courses.

According to Tsarapkina et al. (2020), Zoom Application is a universal solution for video and audio conversation, screen sharing, information exchange and below are the strengths of Zoom Application:

- 1) Stable connection while using a limited amount of network traffic.
- 2) Uses little internal memory on the device.
- 3) Screen sharing available option.
- 4) Ability to connect a virtual whiteboard.
- 5) Monitor broadcast from a mobile app.
- 6) During class, students can be split into separate mini-groups.
- 7) The live stream can be recorded.

There are numerous extra advantages provided by the Zoom application. Zoom application is very useful in providing comfort for students and teachers in the progress of the teaching and learning process. One of the primary motivations for teachers and students to improve the quality of learning and teaching is the availability of many features provided by the Zoom application. It can be concluded that the Zoom application can assist students and teachers in their learning.

According to Abdulkareem and Eidan (2020), as in other applications, Zoom application has several weaknesses, as follows:

- 1) 40-minute limit for videos conferences in the free version.
- 2) Lack of security and hacking potency.
- 3) Users need extended time to understand all the features and nuances of using the app.
- 4) The necessity to save a link or Username to sign in to the conference.

The teacher must have a Zoom Account Premium in order to use the break-out room monitor for student activity in pairs. Additionally, the premium version allows users to use the application to extend the time limit for more than 45 minutes.

Zoom Application is a learning platform that has both strengths and weaknesses. Because the platform is so closely connected to the effective teaching process, students and teachers would have to be aware of its strengths and weaknesses. As a result, realizing this can be used as a reference in the future teaching and learning process.

According to Guzacheva (2020), Zoom application facilitates discussion between students and teachers through direct communication via video conference, which is supported by zoom properties like raise hand and group messages. These are the following steps to use Zoom Application:

- 1) The teacher gives the students permission to install the Zoom application. Can be accessed through a mobile phones, laptop, or computer.
- 2) After downloading, the students will receive an ID that will allow them to enter the meeting.
- 3) After receiving an ID, the student can then choose to join or join a meeting.
- 4) Finally, students can join immediately after entering their student ID.

The present researchers identified previous studies that discuss the use of Zoom Application as an online learning platform as a strategic plan to solve global challenges of E-learning education for the continuity of the teaching-learning process for this future study.

The first research was from Tusino (2022) entitled *Students' Perceptions Toward Online Learning in EFL Speaking*. The purpose of this study was to investigate students' perceptions toward the implementation of online learning in speaking classes. A total of 20 students took part in this research, and the study was conducted at the English Department in a private university in Indonesia. The instruments used in this research were qualitative research, open-response questionnaires, and semi-structured interviews. The result of this study showed that students had suitable attitudes toward online learning via the Zoom application. That means that students' speaking ability and motivation improve when they use conference video application media such as Zoom.

The second research was written by Abriati et al. (2022), entitled *Students' Perception in Using Zoom Application during Online Learning in FKIP at Tridinanti University Palembang*. The aim of this study was to determine students' perception of using the Zoom application during online learning in the Faculty of Teacher Training and Education at Tridinanti University Palembang. The population of this research consisted of a randomly selected sample of 104 students from the Faculty of Teacher Training and Education. A descriptive quantitative survey was carried out. A closed-ended questionnaire was used in collecting the data for this research. The result of this research showed that the majority of respondents agreed that the Zoom application was useful for facilitating their online learning.

The third research was made by Jehad et al. (2020), with the title Students' Perceptions of E-Learning Platforms (Moodle, Microsoft Teams, and Zoom Platforms) in The University of Jordan Education and Its Relation to Self-study and Academic Achievement During COVID-19 Pandemic. The goal of this analysis was to examine aspects that seem to be critical for solving challenges of E-learning education using Moodle, Microsoft Teams, and the Zoom platform during the COVID-19 pandemic. The subject of this study was 250 students. SPSS was used to examine the data. According to the findings of the study, e-learning using Moodle, Microsoft Teams, and Zoom platforms during the COVID-19 pandemic is well-known among respondents and has a positive impact on their self-study and academic achievement.

From all of the previous research above, they have differences and similarities with this study. The similarity is in the use of Zoom Application as an online learning platform for students, but there are some differences as well. There are differences in the study's subject, sample rates, objectives of the research, data collection, and instruments. This study will look into students' and teacher's perceptions of the effectiveness of the Zoom application in English language learning at SMAN 1 Fakfak.

## **METHOD**

### **Research Design**

Cohen et al. (2018) state that a research design is a process of controlling an idea to make it appropriate for the goal. It was the method where the researcher derived a framework or strategy from this research. According to this definition, the researcher utilized a qualitative descriptive method to answer the research question of what EFL students' and teacher's perceptions about the effectiveness of the Zoom application in English language learning at SMAN 1 Fakfak in the academic year 2022/2023. According to Rahmadi (2011), qualitative research is a research method that generates descriptive data in the form of written or spoken descriptions of observed individuals or activities. The researcher chose qualitative methods because the researcher would like to explain the study's results in detail using data and facts from the field.

People used subjects to find the information they require. Sugiyono (2011) states that a research subject is a characteristic, nature, or quality of an individual, item, or interaction that has a number of variables to be reviewed and concluded. The subjects of this study were the students of SMAN 1 Fakfak. The researcher explained the subject of the study in the following sub-chapter in order to provide some specific data on the study's participants.

### **Instruments of the Study**

Sugiyono (2011) argued that a research instrument is a device specialized device used to gather information on many aspects of the physical and social world. Questionnaires and interviews were the instruments of this research. A questionnaire is a set of written questions designed to gather data from participants. Purwanto (2018) states that the research instruments are in the form of a questionnaire, and the preparation is more particular and detailed. The questionnaire was a simple, quick, and effective tool for gathering data from a large number of individuals. Furthermore, a questionnaire is one of the most important instruments that, if managed properly, can be extremely valuable because it serves as the foundation of every survey. According to Sreejesh et al. (2014), the questionnaire is available in two varieties: open-ended and closed-ended. In this research, the researcher used a closed-ended questionnaire, which limited interview answers to specified possibilities from which they may choose.

In this study, 10 students were interviewed, 5 students were taken from each class, and the English teacher was interviewed. Semi-structured interviews were good for qualitative investigations since the content can be tailored to dive further into the issue and ask new questions. The interviewer asked questions outside of the initial sequence. In this study, the researcher created a specific aspect so participants could answer freely based on their answers. In this study, the researcher used expert review (judgment). White and Simon (2013) stated that the expert review with an expert validation assessment rubric it will be easier for validators to validate the questionnaire.

In this study, the researcher used a closed-ended questionnaire that consist of 15 statements. The questionnaire given to the students. The questionnaire distributed at the same time to the eleventh graders and it consists of XI BAHASA 1, XI BAHASA 2. The Google Form link used to send out the questionnaire, and it could take up to a week for all of the students to answer. The interview, on the other hand the researcher used a semi-structured interview. The researcher prepared three questions for 10 students and the English teachers chosen for the interview to ask.

### **Data Analysis for the Questionnaire**

The researcher employed the approach outlined in Sugiyono (2012), namely the Likert Scale theory, in the questionnaire. The researcher analyzed the outcomes of the students' and teacher's responses to a questionnaire with five possible answers for each statement: strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Before calculating the total score, the researcher categorized each student's responses. The researcher referred to the table below while assigning scores.

**Table 3.** Measuring using Likert scale

Alternative Answer	Score	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	2
Strongly Disagree (SD)	1	5

Adapted source: Sugiyono (2012)

Score Criterion: Scale score x total of respondent

After categorizing all the responses following the criteria, the researcher calculated the total number of responses using the scoring criteria. After that, the researcher used the percentage method to look at the final score. Later, the conclusions of the percentage are described in the form of a description.

### **Data Analysis for Interview**

After the interview was completed, the researcher carried out an analysis of the data gathered from the interview. Following that, the researcher used the following methods, as stated by Jamshed (2014): Transcribing, data display, classifying, and conclusion draw. During the interview process, the researcher recorded the respondent's voice to be listened to again when the session is finished. Following the collection of data, the researcher made a transcription by writing down the respondent's opinions on the recordings. The researcher presented all students' responses in the form of well-organized and valid sentences related to students' and teacher's perceptions on the effectiveness of zoom application in English language learning. After the data displayed,

the researcher sorted out the required data as well as the data that is not needed. This made it easier for the researcher to make conclusions from the interview results and find out how students' and teacher's perceptions on the effectiveness of zoom application in English language learning. After all of the processes carried out, the last step that the researcher did was writing conclusions based on the data that are collected from student interviews. The researcher drew any conclusions and took appropriate action based on the findings of this study.

## **RESULT AND DISCUSSION**

### **Research Findings**

The questionnaire was deemed effective and can be used for research because all statements made by the researcher were filled out with a score of no modifications needed.

### **Analysis of the Closed-ended Questionnaire Results**

The data were obtained from the distribution of the questionnaire to the students. The researcher distributed the questionnaire to the students on 25 October until 7 November 2022 through a Google form link to gather the data. The closed-ended questionnaire was distributed to the 68 students from XI BAHASA 1 and XI BAHASA 2. There were 17 statements in the questionnaire. Students gave their responses by selecting either strongly agree (*sangat setuju*), agree (*setuju*), neutral (*netral*), disagree (*tidak setuju*), or strongly disagree (*sangat tidak setuju*).

The first statement of the questionnaire was, "I know and understand what the Zoom application is". This statement was to find out whether students know and understand the Zoom application that the teacher used in the class. Figure 4.1 shows there were 42 students, or 61.8%, agreed, 23 students, or 33.8%, strongly agreed, 3 students, or 4.4% neutral, and none of the students disagreed or strongly disagreed. It can be concluded that most of students strongly agreed that they know and understand the Zoom application for learning English. The Zoom application is one of online learning platform that can be used in teaching learning activities. It can be accessed by laptop, phone, and tablet. The Zoom application provides various features such as video conference, audio, share screen, live chat, and so on. Therefore, students at SMAN 1 Fakfak who used zoom application in online learning knew what the zoom application is.

The second statement of the questionnaire was "I know and understand what online learning is". The statement was made to find out whether students know and understand about online learning or not. Based on the figure above, 60.3% or 41 students agreed, 30.9% or 21 students strongly agreed, 8.8% or 6 students neutral, and none of the students disagreed and strongly disagreed. It means that students know and understand toward online learning. Since the Covid-19 pandemic, the school activities especially the learning and teaching process done through online platform. Online learning activities can be done anywhere and anytime. Therefore, the students can use smartphone, tab or computer to follow online learning process. Online learning activities were used to make studying more enjoyable for students during the pandemic.

The third statement of the questionnaire was "I can use or operate the zoom application easily because the application is easy to understand". The purpose of the statement that the researcher got information whether students can use and operate the zoom application. The figure above showed that 54.4% or 37 students agreed, 26.5% or 18 students strongly agreed, 16.2% or 11 students neutral, 1.4% or 1 student disagreed, and 1.4% or 1 student strongly disagreed. It was indicated that students gave a good perception to the statement. Most of students agreed that zoom application was easy to understand, so that it made students can use and operate it easily. Zoom application provides the user with various features that can be use and operate by themselves. In

online learning, students had to learn independently because each student following the class from another place. Therefore, zoom application provides easiness instruction in operate it. The features also easy to use and very helpful in online learning.

The fourth statement of the questionnaire was “The zoom application makes it easier for me to understand English subject material during online learning”. The aimed of fourth statement was to find out whether students understand easily towards English material trough zoom application during online learning or not. The result above showed that 34 students or 50% agreed, 16 students or 23.5% strongly agreed, 10 students or 14.7% neutral, 8 students or 11.8% disagreed, and none of the students strongly disagreed. In conclusion, most students gave a agree perception that zoom application help them understand easily in online learning. Each student had different way of learning and understanding. In this statement, most of students chose agree because they could comprehend easily the English subject during online learning through zoom application. However, it depends on what the material to be taught. Therefore, the teacher must know the learning method of each student so that learning objectives were achieved.

The fifth statement of the questionnaire was “I agree that zoom application is a good medium and it’s also suitable for use as an English learning medium during the pandemic”. This statement was to find out whether zoom application was a good and appropriate as an English learning medium for students. From the figure above, 51.5% or 35 students agreed, 29.4% or 20 students strongly agreed, 14.7% or 10 students neutral, 4.4% or 3 students disagreed, and there were no students chose strongly disagreed. It can be concluded that most of the students agreed with the statement. They agreed that the Zoom application was a good and appropriate English learning medium because they got a positive impact of using Zoom for online learning. The positive impact that students felt such as the Zoom application, is simple to understand. The English material can be added to various features of the Zoom application. It made students more interested in and enjoy online learning. The other positive impact was online learning through zoom application was not limited by time and location. Since the conference on the Zoom application can be recorded, this made it easier for students to review the English material that had been discussed. Students could learn more from the English material that was taught.

The sixth statement of the questionnaire was, “I prefer the teacher to use Zoom application as a medium for learning English than another medium.” The purpose of the statement is that the researcher got information that students prefer to use the Zoom application for learning English than other applications. Based on the figure, there were 35 students, or 51.5%, agreed; 16 students, or 23.5%, strongly agreed; 10 students, or 14.7%, neutral; 6 students, or 8.8%, disagreed; and a student, or 1.5%, strongly disagreed. It can be concluded that the Zoom application was an appropriate medium for learning English. Students enjoyed the English class through the Zoom application. Based on the statements before, students agreed that the Zoom application was easy to use. Zoom application was not as complicated as other learning mediums. In addition, the Zoom application had interesting features and it could make students more motivated to learn by using the zoom application.

The seventh statement of the questionnaire was, “The Zoom application makes it easy for me to understand the material given by the teacher in learning English”. The purpose of the statement was to get information on whether the Zoom application helps the students understand easily the learning material. Figure 4.7 shows that there were 47.1%, or 32 students, agreed; 22.1%, or 15 students, neutral; 19.1%, or 13 students, strongly agreed; 8.8%, or 6 students, disagreed; and 2.9%, or 2 students, strongly disagreed. In conclusion, most of the students agreed with the statement. Students had different ways of learning English. Some students felt enjoyable and easily understood through the Zoom application, but some of them did not. Therefore, the teacher must have an online teaching strategy that is appropriate for each student in the class.



The eighth statement of the questionnaire was, “I think the Zoom application really saves energy and time during online English learning during the pandemic”. The purpose of the statement was to find out students’ perceptions of the Zoom application that saves energy and time. The figure above showed that 63.2%, or 43 students, agreed; 17.6%, or 12 students, were neutral; 16.2%, or 11 students, strongly disagreed; 3%, or 2 students, disagreed; and there were no students strongly disagreed. The researcher concluded that students agreed with the statement. 43 students agreed that learning English through the Zoom application could save their energy and time during the pandemic. Online learning can be done anywhere and anytime without being limited by time. Therefore, the Zoom application really saved energy and time. The Zoom application makes it easier for students to do online learning; they just have to sit down in front of their handphones or laptops to pay attention to teaching material without having to go to school. The flexible time also makes it easier for students to study anytime.

The ninth statement of the questionnaire was, “I think learning English with the Zoom application during the pandemic is not boring, and I can join the Zoom application anytime and anywhere.” Based on the figure, 64.7%, or 44 students, agreed; 19.1%, or 13 students, strongly agreed; 8.8%, or 6 students, neutral; 7.4%, or 5 students disagreed; and none of the students strongly disagreed. It can be concluded that students agreed that they did not feel bored and they could enjoy learning English through the Zoom application. Most students can learn English anytime and anywhere through the Zoom application. In fact, students could not join online learning through the Zoom application anytime. Students have to join the conference meeting according to the class time. More than that, students can review the material by the video conference that has been recorded. In addition, students enjoyed learning English by using the Zoom application.

The tenth statement of the questionnaire was “I feel happy and enjoy when the teacher uses the zoom application as a medium for learning English”. The objective of the tenth statement was the researcher got information about students felt during online learning through zoom application. There were 58.8% or 40 students agreed, 17.6% or 12 students strongly agreed, 11.8% or 8 students neutral, 10.3% or 7 students disagreed, and 1.5% or 1 student strongly disagreed. The researcher concluded that most of students agree that they felt happy and enjoy during online learning by using zoom application as an English learning medium. Since zoom application was easy to be used so that students felt that the English material was not difficult. Zoom application also provides share screen item to make the learning process more engaging for students. Therefore, students felt happy and enjoyable towards the application.

The eleventh statement of questionnaire was “The device and signal that I have are very supportive in learning English during the pandemic using the zoom application”. From the figure above showed that 50% or 34 students agreed, 20.6% or 14 students neutral, 19.1% or 13 students strongly agreed, 8.8% or 6 students disagreed, and 1.5% or a student strongly disagreed. In conclusion, half of students have a good device and signal in learning English by using zoom application during pandemic. The supportive device and good signal were needed in online learning. If the students do not have a proper device and signal, then the students’ learning process will be hampered. In addition, students can not follow the online learning properly.

The twelfth statement of questionnaire was “The zoom application has features that make me not feel bored in the process of learning English during the pandemic”. Based on the figure, there were 38 students or 55.9% agreed, 13 students or 19.1% strongly disagreed, 9 students or 13.2% neutral, 6 students or 8.8% disagreed, and 2 students or 3% strongly disagreed about the statement. It can be concluded that most of students agreed. Students did not feel bored in the learning process because the features contained in the zoom application was very interesting. Some of zoom’s features include recorded video conference, share screen, live chat, breakroom

and so on. The share screen features can help the online learning more interesting. Additionally, breakroom was also features that can be used in zoom application. In the breakroom, students can be divided into several groups in different zoom's room. Breakroom is very useful and can help teachers to organize students for group assignments.

The thirteenth statement of questionnaire was "The zoom application has instructions that are very easy to understand in its use". The aim of this statement was to know that zoom application has a clear instruction. There were 51.5% or 35 students agreed, 22.1% or 15 students strongly agreed, 14.7% or 10 students neutral, 7.4% or 5 students disagreed, and 4.4% or 3 students strongly disagreed. In conclusion, most of students was understand about the instructions in zoom application. The instructions for using the Zoom application are very easy to understand; students can click on the Zoom room link shared by the teacher and then input the password to enter the conference. The Zoom application also provides a guide for using the features in the Zoom application; the instructions for use were also easy to understand.

The fourteenth statement of the questionnaire was, "The video and sound quality of the Zoom application is very clear, so it makes me very happy and easy to understand learning". The purpose of the statement that the researcher got information whether the quality of video and sound was clear. From the figure above, 57.4% or 39 students agreed, 17.6% or 12 students strongly disagreed, 16.2% or 11 students neutral, 5.9% or 4 students disagreed, and 2.9% or 2 students strongly disagreed. It can be said that students gave a good opinion about the statement. Students agreed that the quality of video and sound of zoom application was clear. Anyway, the video and sound of zoom will be clear if the connection of signal and device was support. Therefore, using zoom application for online learning needed a good signal and supportive device to make the online teaching learning process more effective.

The fifteenth statement of the questionnaire was, "I feel bored and not interested in the Zoom application for learning English". This statement was to find out how the students felt about using the Zoom application. The result showed that 26 students, or 38.2% disagreed; 16 students, or 23.5% neutral; 16 students, or 23.5% agreed; 10 students, or 14.7%, strongly disagreed, and none of the students strongly agreed. In conclusion, students disagreed that the Zoom application was boring and not an interesting English learning medium. Based on some previous statements, students stated that the Zoom application was very interesting and not boring. This corresponds to the fifteenth statement. some of the reasons that make the zoom application interesting such as the features that were easy to use, instructions that were easy to understand, fun way of online learning, and so on.

The sixteenth statement of the questionnaire was, "I am having problems operating the Zoom application while studying". The purpose of the statement was to know the students' problems in using the Zoom application. Based on the figure, 48.5%, or 33 students, disagreed; 25%, or 17 neutral; 11.8%, or 8 students, strongly disagreed; 10.3%, or 7 students, agreed; and 4.4%, or 3 students, strongly agreed. It can be concluded that most of the students do not really have problems for operating the Zoom application while studying.

The seventeenth statement of the questionnaire was, "I feel my English skills have improved after studying through the Zoom application". The aim of the statement was for the researcher to get information on whether students' English skills improved after studying through. The figure above showed that 38.2%, or 26 students, were neutral; 36.8%, or 25 students, agreed; 11.8%, or 8 students, strongly agreed; 9.6%, or 7 students, disagreed; and 2.9%, or 2 students, strongly disagreed. The researcher concluded that students were neutral about the statement. After studying English through the Zoom application, some of the students felt that their English skills

were improved, but some of them did not. It depends on the students understanding the material. Therefore, teachers need to evaluate their teaching strategies.

In conclusion, according to the results of the student's responses to the questionnaire, most students chose the Disagree option when the researcher made negative statements about the Zoom application, while most students chose the Agree option when the researcher made positive statements. Overall, it can be said that the students in the XI Bahasa 1 and XI Bahasa 2 classes at SMAN 1 Fakfak had a good perception of how the Zoom application helps them learn English.

### **Analysis of the Interview Result**

In this sub-chapter, the researcher used semi-structured interview as the instrument of interview. This instrument was to find out more about EFL students' and teacher's perception towards the effectiveness of zoom application in English language learning. Semi-structured interview is good for qualitative investigations since the content can be tailored to dive further into the issue and ask new questions. The researcher created a specific aspect related to the use of zoom application in English language learning. There were two questions for teacher and one for the students. The respondents that participated to this interview were one teacher and ten students. Both teacher and students gave their opinion to each question. The teacher's and students' opinion were described by the researcher using the codes as follows:

Q as a question

T as an answer from the teacher

S as an answer from the students

The teacher's and students' opinion during the interview were explained as follows:

#### **Teacher's perceptions on the use of zoom application in English language learning**

*Q: In your opinion, as a teacher, is the use of the media zoom application suitable and good for online English learning media? Why?*

*T: In my opinion, zoom media is suitable for use as an online learning medium, for example it indirectly trains their speaking skills. Through zoom media, they are not embarrassed if asked to give a presentation because they do not meet their friends face to face. Then, it can be said that zoom media can train students' self-confidence, especially speaking skills in learning English.*

The teachers who were interviewed stated that students felt suitable using zoom for online learning media. That the answers show that students have a positive perception of zoom. Students feel suitable and comfortable with using zoom as a form of practicing their speaking skills during online learning because they are not face to face with other students.

*Q: In your opinion, as a teacher, do the features available in the zoom application help in increasing the effectiveness of learning English? Please give reasons.*

*T: In my opinion, Yes I do, because helpful the use of the language in the zoom application itself uses English. Indirectly if students want to use these features, they must understand the meaning of these features. Besides, the features in the zoom application are also interesting, for example we can share screen, interact directly in various ways such as video conferencing or live chat. Of course, these features can motivate students to be interested and pay attention during learning, so this is one way for students to help them improve the effectiveness of learning English.)*

Based on the results of interviews with teacher. The teacher stated that the features contained in the zoom application were useful in increasing the effectiveness of English for

students. That these answers indicate that teacher have a positive perception of the zoom application. Therefore, indirectly if students want to use the features contained in the zoom application, they must first understand the meaning of these features.

### **Students' perceptions on the use of zoom application in English language learning**

Based on the results of interviews with students, the students have to give their opinion that the material provided by the teacher through zoom application was easy for students to access. These answers indicate that 7 students gave a positive perception of the zoom application, a student gave a neutral perception, and 2 students gave a negative perception. Here was the students' answer:

*Q: Is the material provided by the teacher through the zoom app easy for students to access? Please give reasons!*

*S1: In my opinion it is not easy, because we cannot be guided directly by the teacher and we have very limited time to learn using the zoom application.*

*S2: Neutral miss, because the network is not always stable so if the network is good, it means it's easy but if the network is bad like it's raining the network will be very bad so I'm sometimes late to join the meeting room.*

*S3: It is not easy because the cellphone that I have is not very good and also the signal in the area where I live is not very supportive, sometimes it can be very good so the learning process is very smooth, but sometimes I find it difficult to join the meeting room.*

*S4: According to my experience using the zoom application in the English learning process during the previous pandemic, the material was easy to access because I had sufficient facilities to support my learning process.*

*S5: Actually it is easy, so far I do not have any problems but I prefer and will understand better the material provided by the teacher if the teaching and learning process is carried out normally in schools like before the pandemic.*

*S6: It is easy for me to miss, because at my house there is wifi so I never have a problem joining the meeting room.*

*S7: Yes miss, it is easy because I have wifi at home. But I get bored when I have to study through the zoom application, I prefer face-to-face learning at school to meet the teacher directly.*

*S8: Easy miss, I like learning to use the zoom application because I don't have to go to school to study, I prefer to study from home.*

*S9: It is easy miss, I do not have any problems while using the zoom application, I enjoy learning with Miss Fika because Miss Fika's way of teaching is good, relaxed and never angry. For example, when learning on zoom is not understood, Miss allows asking in class group.*

*S10: I think it is easy miss, because I have a supportive network, the material taught by Miss is also easy to access, after class Miss also shares it in the group together, for example when there is something in class that you don't understand.*

From the results of the interview above, there were a teacher and 10 students who had been interviewed. The teacher gave a positive answer or opinion toward the interview's question related to the use of zoom application in English language learning. Besides, there were 7 students gave a positive opinion, 2 students gave a negative opinion, and a student gave a neutral opinion on the use of zoom application in English language learning. In conclusion, both teacher and students agree that zoom application was a good medium that can be used in learning English in pandemic. The teacher and students feel various positive impacts such as zoom application was

interesting, it was not boring, they can improve their speaking skill through zoom application, and so on. These positive impacts proved that the use of zoom application as an English language learning in teaching learning process was good and appropriate for teacher and students.

### **Discussion**

Based on the objectives of the research, this study aimed to answer about students' and teacher's perception on the effectiveness of zoom application in English language learning. The respondents were selected teacher and students who had ever used zoom application in English language learning. The data were collected through distributing questionnaire and interview. The researcher discusses more on the results of questionnaire and interview that have been conducted as follows:

#### **EFL Students' and Teacher's Perception on the Effectiveness of Zoom Application in English Language Learning**

The researcher explained the teachers' and students' perceptions related to the results of their opinions in the questionnaire and interview on the effectiveness of Zoom in English language learning. Amir et al. (2020) mentions that perception is an individual's opinion of something. This study's result relevant with previous study that was written by Tusino (2022), entitled Students' Perception Toward Online Learning in EFL Speaking. That study found that students' speaking ability and motivation improve when they use zoom application. Its accordance this study also showed that students improved their speaking skill and motivation through zoom application in English language learning.

From the questionnaire's result of this study showed most of the students agree with the statements, while from the interview's result showed that both teacher and students had a positive opinion regarding to the used of zoom application in English language learning. There are three main points in the statements in the questionnaire, the first point states that they are agreed Zoom application is a good medium and suitable to be used as an English learning medium during pandemic, on the second point according to students, they preferred the teacher used zoom application for learning English that other medium, and the last point that students easier to understand the material given by the teacher when the teacher used Zoom application. Then the interviews that have been done, teacher gave a positive opinion in the interview while 7 students gave a positive opinion or response, 2 students gave a negative response and a student had a neutral response of the zoom application in English language learning. In conclusion, teacher and 11th graders students at SMAN 1 Fakfak had a positive perception toward zoom application in English language learning

#### **Factors that Influence EFL Students' and Teacher's Perceptions on the Effectiveness of Zoom Application in English Language**

In the previous sub-chapter, the researcher explained that students at XI BAHASA 1, BAHASA 2, and teacher's at SMA N 1 Fakfak has good perception of the use of the zoom application as a medium for learning English. Students can have a good perception of the zoom application, of course this is due to several things factor. According to Slameto (2010), perception can be modified by two variables: internal and external factors. Internal factors can be apparent in how students express their interest in a certain object. Zoom is the application under research project. And it is clear that the students and teacher responded well to the questionnaires and interviews that were done.

Oktaviani et al. (2021) state that one of the good factors is that there are many ways of teaching that can be carried out through zoom application for teachers and students can easily discuss the topic being discussed. Teachers and students are given the freedom to access it

wherever and whenever they want so that it helps them in doing online learning. The learning process cannot be separated from the role of the teacher and students. Therefore, when students use the zoom application during learning, they feel confident and can improve their speaking skills and teachers also feel more enthusiastic about teaching.

Students and teachers state that after using the current zoom application learning becomes more enthusiastic and interesting, this is evident from the answers of students who choose "agree" and "strongly agree" on the 15 positive statements given in the questionnaire, and this too supported by the statement of each student during the interview, the effect they felt after students use the zoom application it turns out that students feel more motivated and not ashamed to make a presentation when the English assessment is carried out.

According to Slameto (2010) Several things affect how a student wants to learn. The first factor that affects a students' motivation to learn is his ambition to achieve what he wants, the second is his ability, which can be influenced by his mindset, memory, and psychological factors, and the third is his physical state. Boredom can have a big effect on how motivated students are to learn, and the fourth is to look at the environment around students. If learning is carried out around students in an active and interesting way, students will be more motivated to participate in the learning process in class. The last is how a teacher teaches, explains, and pays attention to students.

No less interesting, namely the features available in the zoom application help in increasing the effectiveness of learning English. Indirectly if students want to use these features, they must understand the meaning of these features. Apart from that, the features in the zoom application are also interesting, for example, we can share screen, interact directly in various ways such as video conferencing or live chat. Of course, these features can motivate students to be interested and pay attention during learning, this means that students feel like they can get feedback right away also feel helped and know right away where they went wrong, instead of having to wait a long time such as they did when students and teachers still used WhatsApp Grub as a learning medium. Therefore, according to the perception of the students, the use of Zoom application results is more disciplined and productive.

Yulia (2020) states external pressures that influence an individual's perception, these factors can come from sources other than the students themselves. These internal factors include things like classrooms, time, infrastructures, or other resources that are not appropriate learning in a classroom. But research at SMAN 1 Fakfak showed that both students and teacher can use the Zoom application well, without any distractions that could get in the way of learning. When the teacher uses the Zoom application as a tool for teaching English, it makes them feel more comfortable.

Based on the explanation above, it can be concluded that internal factors influenced a student's opinion more than external ones since the external aspects of students in class eleventh Bahasa 1, Bahasa 2, and teacher at SMAN 1 Fakfak had no effect or impact at all on the positive perceptions they expressed. By using the Zoom application, students and teachers state that English learning becomes simpler, more interesting, and easier so it has an impact on students being better at implementing learning activities and assessments carried out by the teacher.

## **CONCLUSION**

Based on the information gathered by the researcher, specifically from the questionnaires and interviews, the researcher can conclude that the majority of EFL students and teachers of class XI Bahasa SMAN 1 Fakfak assumed that Zoom application platform is very useful to use during

distance learning, with complete features and many benefits for students, such as video conferences where students and teachers can carry out learning such as in-class face-to-face, and there is a chat room that teachers and students can use to interact while class learning. After looking at what the EFL students and the teacher's said, the researcher concluded that zoom application helps students learn more effectively and efficiently at home but feels like at school. Zoom application is also called a platform with the most facilities that can bring all learning activities together in one place. According to the findings of the interviews, 7 out of 10 students interviewed by the researcher agreed that the zoom application was simple to use and students had no difficulty following the online English learning process using the zoom application. However, there were two students who had difficulty accessing the zoom application due to network constraints because each student has a different network connection and different facilities, those students believe that learning from home or online and using the zoom application is less effective in the learning process. Besides that, 1 student responded neutrally because that student has not always had difficulty accessing the zoom application. Other agreed answers came from the English teacher, who felt the zoom application was very beneficial in the learning process when all teaching and learning were carried out from home. As a result, it can be assumed that the majority of students agreed that the zoom application was simple to use, interesting, and fun, and that it had a positive impact on students during learning activities and evaluations conducted by English teachers.

The challenges of online education are unique. Starting with the procedures, the materials, and the problems. It is very common for the online class to face a lot of technical difficulties. To ensure that online learning becomes more efficient, effective, and advantageous, support should be provided from all aspects. Starting from the government, the school, and the students themselves. The school must be able to help students solve problems when using the zoom app and maximize its use and features. Researcher suggested to the teachers must be able to adapt quickly by using a variety of online learning tools. Teachers can also use creative methods with students so they do not get bored while studying. Furthermore, for the students to always be able to adapt to offline and online methods, to take new challenges in the future, especially when face-to-face learning is switched to online methods, students are expected to expand their learning by using the zoom application. At last, this study can be used as a reference for future studies of the same sort by other researchers.

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