

# **Students' Perception on the Use of Zoom Platform in English Learning Online Classroom**

(A case of the Fourth Grade Students at One of the Private Schools in Semarang in Academic Year 2021/2022)

## **A FINAL PROJECT**

**Presented as Partial Fulfillment of the Requirements**

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**In English Education**



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PAGE OF APPROVAL

A Final Project entitled

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Semarang in Academic Year 2021/2022)

Prepared and presented by:

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Has been approved by the advisor and to be examined by the Board of Examiners.

Semarang, 24<sup>th</sup> January 2022



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Adviser

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Semarang, 08 Agustus 2022  
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## DECLARATION OF ORIGINALITY

I hereby declare this final project on my own study for my Bachelor Degree. *It* does not contain the works of other people, except those which were cited in the quotations and the references. If my statements is not valid, I absolutely agree to accept an academic sanction In the form of revocation of my paper and my degree obtained from the paper.



Semarang, 08 Agustus 2022



Intan Devy Atikasari

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## MOTTO AND DEDICATION

مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.”*(QS.

Al – Insyirah 94: 5-6)

*Success is not final; failure is not fatal: It is the courage to continue that counts.*

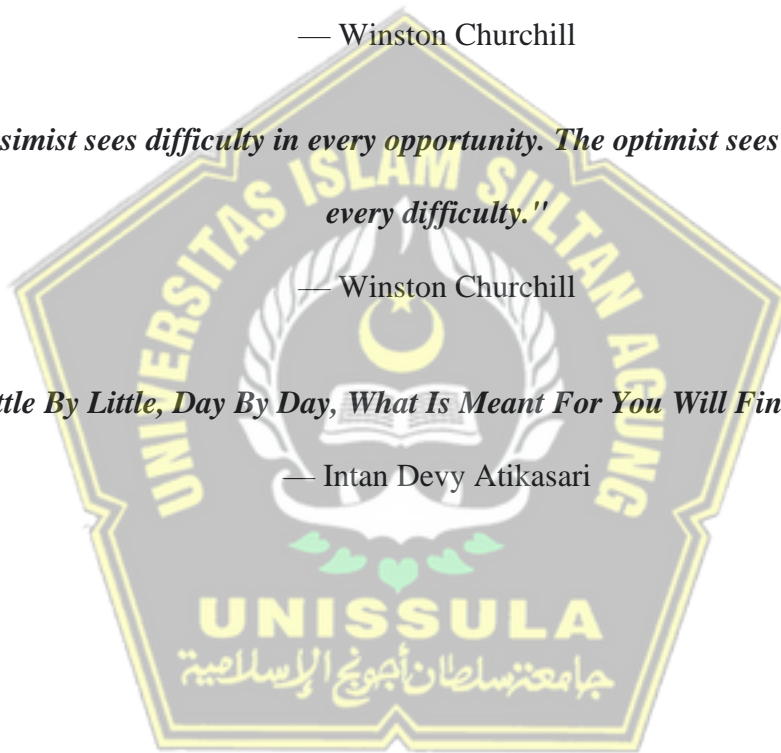
— Winston Churchill

*The pessimist sees difficulty in every opportunity. The optimist sees opportunity in every difficulty.”*

— Winston Churchill

*Little By Little, Day By Day, What Is Meant For You Will Find Its Way*

— Intan Devy Atikasari



## DEDICATION

I dedicate this final project to Allah SWT, the Almighty, and my source of strength, wisdom, knowledge, and understanding. I dedicate this thesis too for my late beloved father, AG. Djoko Sulistyono, to my beloved mother, Isna Riwanti, and my aunt, Iffi Rochana, who always encourage me in the form of questions, motivations, prayers, satire, and small angers to finish my studies so I can get married quickly. For my sister, Diah Ayu Agustin L, my best of the best-friends, Bernadette Venttie MP, Stevanus Dimas J, Wisnu Aji P, who always encourage me in the form of the coffee and food deliveries. Finally, I thank to myself for the trust to finish my debt by working hard, staying up late, multitasking, and having a new best friend named 'Kopi Uyah' in the midnight.

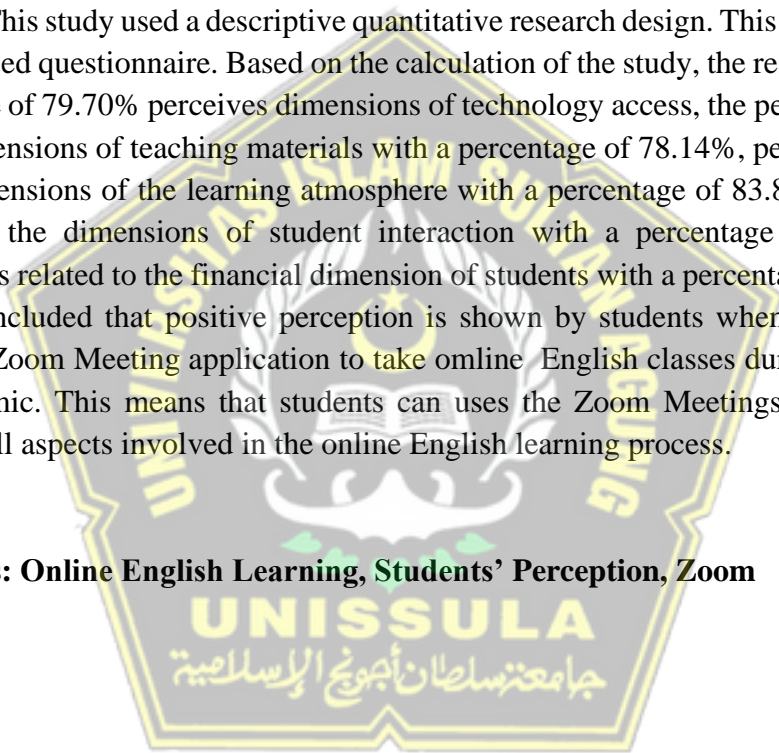


## ABSTRACT

**Atikasari, D.I. (2022).** “Students’ Perception on the Use of Zoom Platform in English Learning Online Classroom (*A case of the Fourth Grade Students at One of the Private Schools in Semarang in Academic Year 2021/2022*)”. A final project. English Education Program. Faculty of Language and Communication Science. Sultan Agung Islamic University. Nani Hidayati, S.Pd., M.Pd as the advisor.

The objectives of this study was to find out the students' perception of online English learning during the COVID-19 pandemic era, especially in using Zoom Meetings in the fourth grade at one of the private schools in Semarang. The study subjects were 58 students. This study used a descriptive quantitative research design. This study instrument used a closed questionnaire. Based on the calculation of the study, the results showed that percentage of 79.70% perceives dimensions of technology access, the perceptions related to the dimensions of teaching materials with a percentage of 78.14%, perceptions related to the dimensions of the learning atmosphere with a percentage of 83.84%, perceptions related to the dimensions of student interaction with a percentage of 81.24% and perceptions related to the financial dimension of students with a percentage of 79.59%. It can be concluded that positive perception is shown by students when participating in using the Zoom Meeting application to take online English classes during the COVID-19 Pandemic. This means that students can uses the Zoom Meetings application and adapting all aspects involved in the online English learning process.

**Keywords: Online English Learning, Students’ Perception, Zoom**



## INTISARI

**Atikasari, D.I. (2022).** “Students’ Perception on the Use of Zoom Platform in English Learning Online Classroom (*A case of the Fourth Grade Students at One of the Private Schools in Semarang in Academic Year 2021/2022*)”. Skripsi. Pendidikan Bahasa Inggris. Universitas Islam Sultan Agung Semarang. Nani Hidayati, S.Pd., M.Pd sebagai dosen pembimbing.

Penelitian ini memiliki tujuan untuk mengetahui persepsi siswa terhadap pembelajaran Inggris secara daring di masa pandemi COVID-19 khususnya dalam menggunakan Zoom Meetings di kelas empat di salah satu sekolah swasta di Semarang. Subjek penelitian ini sebanyak 58 siswa. Penelitian ini menggunakan desain penelitian kuantitatif. Instrumen penelitian ini menggunakan angket tertutup. Berdasarkan pada penghitungan penelitian, hasil menunjukkan bahwa persepsi yang terkait dengan dimensi pengaksesan teknologi dengan presentase 79,70%, persepsi yang terkait dengan dimensi bahan ajar dengan presentase 78,14%, persepsi yang terkait dengan dimensi atmosfer belajar dengan presentase 83,84%, persepsi yang terkait dengan dimensi interaksi siswa dengan presentase 81,24% serta persepsi yang terkait dengan dimensi keuangan siswa dengan persentase 79,59%. Dapat disimpulkan bahwa persepsi positif ditunjukkan oleh siswa saat menggunakan aplikasi *Zoom Meeting* untuk mengikuti pelajaran Bahasa Inggris secara daring pada masa Pandemi COVID-19. Artinya siswa mampu beradaptasi dengan seluruh dimensi yang terdapat dalam proses pembelajaran Bahasa Inggris secara daring menggunakan aplikasi Zoom Meetings

**Kata Kunci: Pembelajaran Bahasa Inggris Online, Persepsi Siswa, Zoom**



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*Assalamu'alaikum Warrahmatullahi Wabarakatuh*

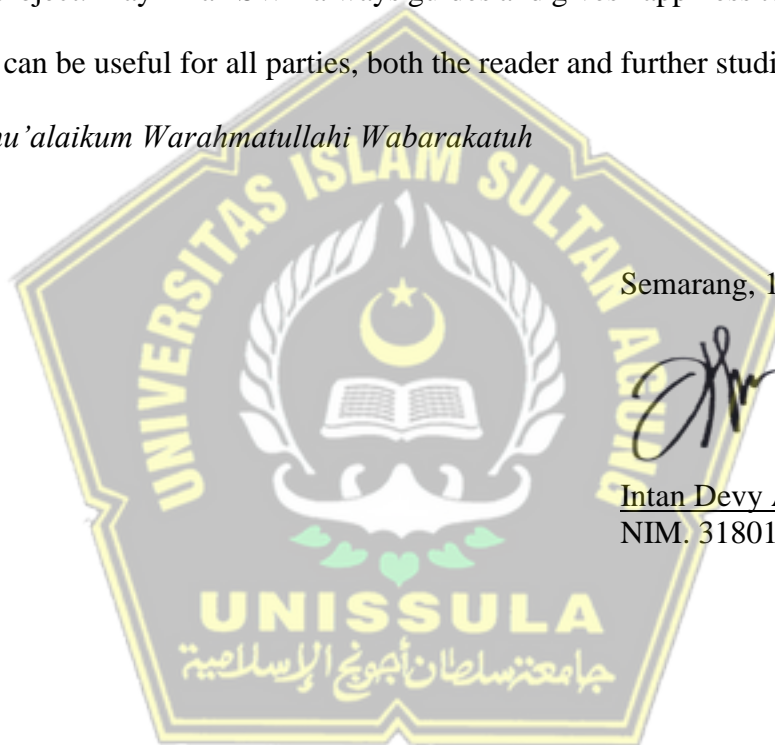
*Alhamdulillahirrobbil'alamin*, in the name of Allah SWT, all praises to Allah, the Almighty, the Most Gracious, and the Most Merciful. All praises and gratitude is dedicated to Allah SWT for His blessings and mercy, for the strength and help He has given so that I can complete this final project. I also would like to express my sincere gratitude to:

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The words are not being enough to express my gratitude for the all contribution in making this final project. May Allah SWT always guides and gives happiness to them. I hope that this study can be useful for all parties, both the reader and further studies.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*



Semarang, 17Februari 2022

A handwritten signature in black ink, appearing to read 'Intan Devy Atikasari', is written over the right side of the UNISSULA logo.

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# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the research. Some important points are presented in this chapter. They are the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objectives of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

### 1.1. Background of the Study

In early 2020, the COVID-19 pandemic was spreading rapidly around the world. The virus continues to spread rapidly, impacting all areas of business, politics, government, and also education. Pangestu (2020) argues that Corona virus makes the education sector very risky to keep doing direct learning activities, because it can expand the spread of the virus due to no social distancing between the teachers or the students in the class.

To avoid the risk of spreading COVID-19, the Indonesian government recommends reducing all activities that need to be done outdoors (Siahaan, 2020). For example, we must stay at home keeping distance, and should not touch the people around. Because the schools are required to be inactive for a while, then government is also take action in education sector. They take a great step where learning activities are carried out directly at school as usual then turned into online learning activities and the students did

not have to come to school. In doing distance learning, teachers can use various kinds of digital technology as the bridge in conveying or delivering material to the students.

According to Siahaan (2020), the regulation of distance learning will also insist both teachers and students to mastering technology and online platform to support their learning activity. Indonesia's Minister of Education and Culture, Nadiem Makariem, has proposed various e-learning platforms such as Whatsapp, RuangGuru, Genius, Google Meet, Google Classroom, Fresto, and also Zoom Meetings. PJJ (Pendidikan Jarak Jauh) or Distance Learning is a system change from classroom teaching and learning activity into applied online learning. Distance Learning does not require a meeting between the teacher and the student, to conduct distance learning requires a strong internet connection. PJJ or Distance Education is not as easy as one might expect compared to direct meetings in the classroom. Students are complains about the obstacles they experience during online learning which causes them to be disturbed in learning activities.

Both students and teachers actually get benefit from distance learning activities (Donoghue & Worton, 2005). For students, with the existence of online learning where students do not require them to be present in class. Independent in learning and encouragement to interact among the student will be trained when doing online learning. Student can find their sources from everywhere, but they also feel uncomfortable when they must learn English in online learning. While for the teachers, their professional work can be affected indirectly because of the method of online learning change the conventional way of their teaching style. Teachers can efficiently assess and evaluate

each student's learning progress during the online classes. Based on these considerations, the researcher are interested in conducting research entitled "Teachers and Students' Perception on the use of Zoom Platform in English Learning Online Classroom in One of the Private Schools in Semarang".

## **1.2. Reason for Choosing Topic**

This study was conducted for specific reasons. The study identified the following issues:

### **1. A change in the learning system**

School activities with direct meeting were a common occurrence in daily life before the pandemic. Learning systems suddenly must switch to online learning to sharply reduce the virus transmission. In one of these private schools, the learning system has also changed to online learning.

### **2. Internet packages and information access issues in online learning**

During the distance learning activity, students are learning from home. Due to different location areas, the internet network is often unstable when used to participate in Zoom Meetings. Moreover, the availability of internet packages is also a barrier to participation in online learning. The family background of students at one of these private schools is very diverse and affects their ability to buy the internet packages.

### **3. The lack ability from teachers and students in using technology**

Indonesian Ministry of Education and Culture, Nadiem Makariem, state that all schools had to do online learning during the pandemic. He sees that many technologies can be used as online learning solution. But because it is sudden to change the old learning system, it is difficult for teachers and students to conduct online teaching and learning activities. The obstacles in how to turn on the programs, create the schedule, spread links, how to get into the meetings, and how to share the material that will be presented during online learning. At one of the private schools in Semarang, not all teachers are able to keep up with technological developments, so many of them have difficulty in guiding and teaching children online.

### **1.3. The Research Problem**

Based on the background presented before, this study is attempts to formulatethe research problem as follows:

What are the students' perceptions of the fourth graders in one of the private schools in Semarang in having online English learning during at the COVID-19 pandemic in using Zoom Meetings?

### **1.4. Objectives of the Study**



The objective of this study is to find out about the students' perceptions of the fourth graders in one of the private schools in Semarangin having online English learning during the COVID-19 pandemic in using Zoom Meetings.

### **1.5. Limitation of the Study**

A limitation of this study lies in the perception of online English learning by the fourth graders during the COVID-19 pandemic as the main issue explored in this study.

### **1.6. Significance of the Study**

The advantages of this study are:

a. For Students

Currently, distance learning is the only way that can be used to keep each other safe from the transmission of the COVID virus and also so that students are not left behind in knowledge. Even though they are still online, students can still keep up with the knowledge and the technology literate.

b. For Teachers

With this research, it is expected that teachers will more understanding their students better when learning English online. The understanding here means that teacher should accompany both of their knowledge progress and also supporting their mental in taking online learning. Teachers can use other media besides zoom in learning and or add ideas in delivering material. Time restrictions in the material can also be reconsidered

considering the conditions or perceptions of students in understanding the online learning materials.

c. For Future Studies

This study provides information on the results of the readers need about student perception of using Zoom Meeting when learning English online during the COVID-19 pandemic. This research conducted in the hope that students will also interested and excited despite learning online and the teacher can also considering about the right learning medium for their students.

### 1.7. Definition of Terms

Based on research background, this research is emphasized several terms of definition to make the study is easier to understand. The definitions of key terms are as follows:

1. Online Learning Concepts

Som Naidu (2006) states that e-learning is online or distance learning where it requires a network of information and communication technology to access the lesson other than books and conventional stationery in learning, like pen, books, note book, and others.

2. Students' Perception

According to *Bagata et al. (2020)*, perception is the most important psychological state that every human has to react to different objects and events around them.

3. Zoom Meetings

Zoom Meetings is a cloud-based application service that offers meetings and webinars, as well as content sharing and video conferencing capabilities on several people (Guzacheva,2020).

## **1.8 Organization of the Study**

This study consists of five chapters, which are described as follows:

In chapter I is discusses about the introduction of the study. In here, the research discusses about the Background of the Study, the ReasonforChoosing the Topic, the Question of the Study, the Objectives of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key, and the Outline of the Study.

Chapter II describesReview of related literature. It provides relevant study on online English learning during the COVID-19 pandemic, including the theories underlying the study.

Chapter III discuss about the ResearchMethod. The Design of the Study, the Subject of the Study, the Data of the Study, the Instrument of the Study, the Technique for Collecting Data, Data Collecting Procedure, Data Analysis and Time Schedule.

Chapter IV entails about Analysis of Results and Discussion include the Validity and the Reliability measurements of the instrument and the Discussion of the Study.

Chapter V presents the conclusions and also the suggestion of this study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter clarify about the definitions of learning English, online learning, perception, COVID-19 pandemic, and reviews of the previous studies.

#### **2.1. Online Learning Concepts**

Online learning is one of the keywords of this study. This sub-chapter covers the definition of online learning, the advantage of online learning, the disadvantage of online learning, and the dynamics of online learning.

##### **2.1.1. The Definition of Online Learning**

Since Indonesia experienced the COVID-19 pandemic, the education sector was paralyzed because students were not allowed to gather in one room on schools with the aim to reduce the rate of COVID-19 transmission. Today, students and teachers conduct teaching and learning activities through the online platforms. Som Naidu (2006) stated that in conducting e-learning for teaching and learning activities, systems of information and communication are also needed. So, the needs of students and teachers in learning are still carried out.

According to Kamarga (2001) e-learning is a human learning process that requires internet and computer networks. From this understanding, it means that distance learning relies heavily on the internet and also on technological devices that can support the process of teaching and learning activities. The letter “E” in e-learning is stands for

electronic learning, which means that it combine the educational activities, both individual or groups, and the networks through the computers and the other electronic stuffs(Yazdi, 2021). It means that in having e-learning activities, both students and teachers are still using their books as a source of their references for materials. To convey the material to their students, teachers need a medium as a means to delivery of the materials due to the distance learning. The technology is very helpful for distance learning activities. The internet networks and also its devices such as gadget, laptop, computer, and also the platforms application are supporting the technology.

E-learning is a model that uses digital format in a learning process. This can be done in two ways, directly and indirectly (Tafiardi, 2005). Directly means that students can hear what are their teacher saying immediately. The example of this directly e-learning is having learning through an online-meeting platforms. Meanwhile, the indirect e-learning means that the teacher must records their audio and video first to deliver the lessons to the students. The direct and indirect e-learning is very different. Direct e-learning is more communicative, so that both teacher and student can discuss about the lesson at one time. Different with direct e-learning, indirect e-learning is like one-way learning where students can not discuss or ask their teacher immediately, the example of indirect e-learning is when student learns the material through online videos as YouTube, Ruang Guru, Brainly, and the other e-learning platforms. E-learning is a result of synchronization between the electronics devices and learning activities that aim to get the required learning materials that they can access anywhere and anytime (Hartley, 2001). Due to limitless learning, E-learning needs three components that must be fulfilled,

namely learning design, content, and technology because online learning means learning using electronic.

According to Hartley (2001), Characteristics of e-learning are (a) the learning design; (b) the learning content that develops from learning design; (c) using technology formats such as visual video, text, audio, and other multimedia; (d) e-learning should be able to continue in synchronous and asynchronous materials. To support those characteristics, there are some applications that can be learnt for the student, such as messenger application, web-based technology, Google applications, and the other application like DropBox, Brain.ly.com, Google Scholar, and others. Therefore, e-learning should be able to progress in both synchronous and asynchronous materials. Some applications that can be learnt for the student are messenger application, web – based technology, Google applications, and other online applications.

Siahaan (2020) stated that because of the Covid-19 outbreak, the direct activities of teaching learning in the classroom must be limited first, so that the spread chain of the Covid-19 can be prevented in education area. After all, students still have to get the knowledge. Direct learning activities can only be conducted in areas of the “Green Zone”. “Green Zones” are areas with the lowest or cleanest levels of COVID virus transmission. Meanwhile for areas that still in the orange, red, brown, even black zone areas, activities in school must be stopped for a moment and teaching learning activities continued with distance learning from their home. The only way is to hold distance learning that uses online learning systems, where a meetings and handouts can be taught from teachers to students without having to meet face-to-face in one place. At first, teachers only give

materials and tasks manually and uninteractive. One-way teaching and learning activities are considered cannot develop the students in processing and thinking skills. Here is where the role of technology and application are needed. The applications platforms such as Whatsapp, YouTube, Google Classroom, Fresto, and Zoom are very support teachers in delivering materials both one-way learning or two-way learning. It can be conclude that all teaching learning in the classroom must be limited first during COVID-19 outbreak, so that the spread chain can be prevented. Direct learning activities can only be conducted in the cleanest levels of its transmission.

From some of the explanations above, it can be concluded thatonline learning is a method used as a solution to implements distance learning. E-learning can be done effectively, interactively, and directly communicative even the teacher and the student are in different places. It can be said as E-learning if the teacher can fulfilled the three characteristics of e-learning itself, such as learning design that suit with the book reference or the materials, content, and technology. E-learning requires technology as the main tool and internet network as the link between person and another so that both teacher and student can connect to each other while having an online class or online courses.

All subjects should be taught online, include English lesson. As English has officially become a universal language that has expanded enormously in several decades (Guzacheva, 2020). Most countries in the world that uses English as a universal language, serves as a link between local people and the foreign people in order to communicate each other. In order to get used to using English to communicate, in Indonesia, English is

commonly used among the young people. Learning English is being introduced and taught since kindergarten level until we study at the college.

For Indonesian, English is included into a foreign language. The preparation for learning English may not be well-prepared enough to study English online a few years ago. Before pandemic era, in teaching English, teachers are prefer to practice English directly face- to –face in the classroom. Starts from memorizing vocabularies, read aloud, translation, dialogues, and question-answer questions from book (LKS). The students become powerless, uninterested, and unenergetic. In teaching English, teachers should using good techniques and strategies in teaching English so that English learning can be taught to students effectively. Damar (2013) states that teachers has a challenge in teaching, that is the techniques of English learning can attract the students.it means that beside delivering materials, teachers need to encourage the interest and motivation of their students while having learning activities. It can be stated that besides the needs of material for learning, students also need support of motivation so that they can increase their interest in learning English.

In this digital era, everything is under internet control. Since distance learning, teaching English needs media and internet connection. Besides internet connection, technology such as supporting devices and media are also needed. With technology and media, students can get limitless access to learning the material from their teachers. Media are the means by which messages are bridged from sender to receiver, and can draw attention to students' thoughts, feelings, interests, and also English learning activities



(Sadiman et al.,2009). It is means that technology is the most important part for students in learning English online.

Based on the explanation above, it can be concluded that online learning is an internet-based learning. It is same as online English learning where teachers and students can learn about English through tools and media by no restrictions by place and time. In conducting online learning, the internet, technology and media are the support systems for conducting online learning. With this online English learning, both teachers and students can improve their skill in technological knowledge and modernization in education.

### **2.1.2. The Advantages of Online Learning**

Marin Diaz et al., (2013) identified five advantages of online learning. The advantages as follows:

#### **1.1. Navigation**

The main advantage of online learning is the freedom of movement between documents. It means that teacher can add, subtracts, and also search for many documents with just by pressing the button or clicking a mouse, without having to print them first.

#### **1.2. Easier to absorb**

With online learning, students can more easily understand about the materials provided by the teacher because the material model is more concrete. What is meant by concrete here is that teachers can use multimedia facilities such as

photos, videos, animations, text, and also sounds as the real examples to be shown to the students.

#### 1.3. Much more concise

When teachers and students conduct online learning, it does not contain many classroom formalities and the teacher can directly shoot into the lesson materials.

#### 1.4. Low cost

Online learning does not need an instructor, minimum audience, or higher price for hardware and software, because online learning can be done anywhere and anytime without any restrictions.

#### 1.5. Always available

The students can access the material whenever they want to re-learn the lesson that has been delivered by the teacher.

All in all, the main advantage of online learning is the freedom of movement between documents. Teachers can use multimedia facilities such as photos, videos, animations, text, and also sounds as the real example to be shown to the students. In addition, online learning does not need higher price for hardware and software.

### **2.1.3. The disadvantage of Online Learning**

According to Marin Diaz (2013), it includes not only the advantages that students derive from online learning, but also the disadvantages that online learning can cause.

The disadvantages of online learning are:

1. Copyright

Due to easiness in accessing information, students may do their homework with the shortcuts. Shortcuts means that students are not think and answer the tasks by their own capability, but they copy and paste other's people work on the internet.

2. Lack of quality control

Not all information that obtained in the internet is real and accurate information. Anyone can posts anything on the internet without any evaluation and validation of the information that they uploaded. Here is the disadvantage of learning online, where usually students get information only from the teachers. Due to the assessment is also conducted online; teachers have difficulty controlling bad activities, such as cheating from the internet.

3. Less effective

Online learning method may not be effective as traditional learning method in explaining and interpreting of the material.

4. Lack of interaction

The main problem in online learning is the lack of information. It means that the interaction between teacher and students are very limited. When teachers and students are having online classes, only the active students have more opportunities to interact with teachers during online classes.

## 5. Limited internet access

In Indonesia, the ability of internet signal coverage is still weak and also incomprehensive. If students who lives in an area without a stable internet connection, they will find it as a difficulty to access online learning services. This is still common in Indonesia, considering that some 3T areas (lagging, cutting edge, very edge) are not yet covered by internet access. Not all internet facilities are available everywhere. Moreover, for some Indonesians, the price of internet data is still considered to be quite high. The student who comes from the poor family feels that they cannot pay the credits for the internet bills.

It can be concluded that online learning is not always easy; there are also many aspects that affect online schools to be bad. Limited time, less control, freedom, limitations to interact and accessing the internet are the problems that students should face. Not only the students, but the teacher also might also experience interference or problems in using Zoom while teaching.

### **2.1.4. The Dynamics of Online Learning**

All activities have their own consequences in their implementation, include during online learning activities. According to Moore et al. (2011), online learning could be a learning method that depends heavily on web property. It means that in implementing the distance learning, teachers and students are relies on the internet connection and other supporting media for the teaching and learning process.

Fortune et al. (2011), states that there are three problems with online learning, namely: 1) Dimension of teaching material; 2) Dimension of class atmosphere; 3) Dimension of students' interaction. Before starts the lesson, both in the classroom or distance learning, the teacher must prepared-well the material for teaching. The material should include ideal criteria of material, such as the content that suits of student's need, the material arrangement that practice and systematic so that student can repeat learning again at home, using vocabulary and writing styles that clear and easy to understand by students. Students' interactions are very important in teaching learning process. Student interaction can be done between student and student, or even interaction between students to their teacher. The students' interaction can be built in the form of chat, interview, and also a discussion either in a forum of learning or when they do not have a schedule to study or meetings. If the interaction between students and teachers goes well and softly, then it will impact on the learning atmosphere. Radovan & Makovec (2015), states that learning environment has a considered impact on students in learning. If the learning atmosphere is comfortable, then students will enthusiast to participate in the lesson.

Lestiyanawati & Widyantoro (2020) identified issues to be addressed in e-learning, such as : 1) Teachers' incapability in having access to technology; 2) the facilities of school that supports e-learning; 3) difficulties for teachers in explaining teaching materials; 4) Limitation of students in internet access; 5) Students' economical background; 6) Support system from the parents. From all aspects mentioned above, online learning can make students easier in gaining knowledge even though they do not meet at school.

When doing online learning, Lestiyawati & Widyantoro (2020) also stated that those are the obstacle that often encountered by teachers or students. The problems that usually encountered during having an online learning are: 1) Dimension of accessing technology; 2) Dimension of teaching materials; 3) Dimensions of atmosphere or learning environment; 4) Dimension of students' interaction; 5) Dimension of finance. It means that in doing online learning also has its weakness that mentioned previously that can be an obstacle for students and teachers.

## **2.2. Students Perception**

This subchapter describes the Definition of Perception, the Process of Perception, and the Types of Perception.

### **2.2.1. The Definition of Perception**

Humans have different ways of thinking and different points of view to judging something. It depends a lot on how people react to something in their perception. From these different points of view, perceptions are created. According to Agung et.al (2020), perception will be developed opinion because they had the concrete experiences that give different opinions. When people see or experience something, they will automatically process and interpret the object the object or information through the brain. After they processed it, the perceptions are issued in the form of personal opinions about the experiences they have had.

According to *Bagata, et.al* (2020), perception is the most important psychological condition possessed by every human being in responding to various things around them, while Konent (2011) states that perceptions is the result of an image of thoughts about

the surrounding environment of each person. Therefore, it can be summed that perceptions itself is a process of understanding the meaning process of the stimulus. Our five senses organ, events, and feelings which are processed by brain can obtain the stimulus. From those symptoms, they are interconnected by the brain and start a perception.

According to Lindgren (1981), sensation causes a mediating process which is then called as perception. Awareness comparison, attention, and contrast and other cognitive things are things that we can interpret as sensations. Perception is a literal thing that depends on the stimulation about past memory or experience, while sensation is a feeling that comes from human senses, like sounds, colors, touches, tastes and scents. So it can draw the conclusion that perception is the result of process from the senses which then stimulates brain system to be associated with memory of events, personal thought, attention, and the other cognitive things.

### **2.2.2. The Perception Process**

According to Qiong (2017), there are three phases of perceptual processing. Those three phases are:

1. Selection

In this first stage of perception, environmental stimuli are transformed into a meaningful experienced. We receive a lot of information in daily lives, but we cannot recognize all the information available. This can make brain are overload and confuse about the information. Therefore, people can get some information from environment through the selective processes.

## 2. Organization

After obtaining the selected information, in this stage, those information will be categorized. The categories can be form of size, color, shape, texture, and etc.

## 3. Interpretation

The final stage of processing perception is interpretation. After being categorized into structured and stable patterns, the information will assign meaning to selected informative stimuli.

From those aspects, students can get some information from environment through the selective processes. The environmental stimuli are transformed into a meaningful experience, and then it will categorized into structure and stable patterns, so the information will assign meaning to selected stimuli. After that, the selected stimulus forms a personal idea called perception.

### 2.2.3. The Types of Perception

According to (Irwanto, 2002), there are two types of perception, namely positive and negative perceptions. Those types are explained in the following description:

#### 1. Positive Perception

Positive perception is an important point for someone to look at something in positive way. Person with positive perception usually uses their life for happy and peace. Positive perception is all knowledge and responses and also followed by their efforts to live the life.

#### 2. Negative Perception



The negative perception is knowledge and reactions that do not correspond to the expected object.

Looking at the two types of perception above, it can be concluded that positive perception and negative perception can influence a person's actions and behavior. The occurrence of the positive and negative perception depends on how the person perceives something. If the person feels good, then the perception becomes a positive perception, but on the contrary, where people lose interest in something, then the incident can be said to be a negative perspective.

### **2.3. Zoom Meetings**

Zoom Meeting is a cloud-based service platform that offers conferences and webinars, provides content sharing and video conferencing capabilities (Guzacheva, 2020). The platform is very useful during a pandemic to continue to carry out activities as usual. Including in the education sector, where teaching learning activities are helped by the Zoom Meeting, because students and teacher can meet together without having to leave the house.

Founded by Eric Yuan, Zoom application was founded in 2011 in San Jose, California (Haqien, 2020). The development of Zoom Application is very dominant as a platform that can replace the existence of direct learning activities to e-learning activities. This allows users to make video calls with other users in a meeting. Zoom can be alternative to the education and learning process. It is one of the alternatives to communicate with colleagues in the office or school and even hold business meetings at home. Zoom can be accessed through a web application, Android, and iOS application.

Small groups of up to 100 people at a time can use it for free with a time limit of 40 minutes, but there is a paid feature called Zoom Premium. Where there will be no limit on the number of participants and also the duration that will be used and make the online learning will more effective.

### **2.3.2. The Advantages of Zoom Meetings Application**

According to Lolita (2017), using Zoom Meetings offers seven benefits, such as:

1. Available for free

Zoom Application is a free to install and easily download from the Web, Playstore, and iOs. Zoom Application can be installed on Android, i-Phones, i-Pad, and also laptops.

2. Diverse features

Many features contained in Zoom Meeting, such as making effects on the face of participants, setting the virtual backgrounds, turning the microphone and the camera on and off to make the class more conducive, record the screen, and creating a schedule to implementing the online classes.

3. Large Space Capacity

Zoom Premium provides the users with a large space capacity access. This paid feature can accommodate more than 1,000 participants in one discussion forum with unlimited time limits.

This makes easier for the users, especially from education sector in conducting the distance learning online.

#### 4. Support Presentation

If the teacher wants to explain or understand the material more deeply, the material can be presented to other participants in Zoom Application through “Share Screen” feature. Both participants and the speakers can scribble out or write notes on the presentation to help deepen the materials. This is very useful in online learning.

#### 5. Good Quality in Video and Audio

Zoom provides clear video quality and clear sound to facilitating communication in a room meeting.

#### 6. White Board Feature

The feature of White Board can be used when material is difficult to explain verbally, such as when describing calculations step in mathematics, physics, chemistry, and other lessons.

#### 7. Easy to Access

Zoom is very easy to use. Users just simply set the schedule for the online meeting and then share the link to the participants. Meanwhile, for the participant, to attend the meeting, it is only to click the link that has been shared previously by the speaker.

Here can say that Zoom Meeting is a free application to install and easily download from the Web, Playstore, and iOs. The features that are provided by Zoom Meeting can make the class more conducive, and more efficient. Furthermore, online learning using Zoom can be recorded and students can easily re-learn independently

through recorded videos containing explanations that may not be written in the material before.

### **2.3.3. The Disadvantages of Zoom Meeting Application**

Not only have the advantages of Zoom Meetings, but Zoom Meetings also had the disadvantages that students may often encounter. There are four disadvantages of Zoom Application as follows:

1. Consuming a lot of internet data usage

The usage of internet data will be increased because the zoom access is wider than doing video call.

2. The personal data is prone to leaks

Leaked personal data can cause hacking and criminal crime. The personal data can be photos, business things, education, address, and other privacy matters.

3. Requires a stable internet connection

Zoom Meetings can operate as it should and work well if there is a fast and stable internet connection. Without a stable connection, the users cannot access easily the features in Zoom.

From those aspects, learning through Zoom Meeting can also be an obstacle for both teacher and students. The obstacles that they might face when doing online learning could be due to their ability in using technology, from material preparation, or it could be interference from different internet signals in each region. Therefore, the risks of

interference can be reduced if the teacher prepares learning materials appropriately and reduces the sense of loss experienced by students or teachers in doing online learning.

#### **2.4. Previous Studies**

There are several studies that are relevant to this study. This study explores online learning during the COVID-19 pandemic. They are entitled “*Zoom Technology as an Effective Tool for Distance Learning in Teaching English to Medical Students*” by Guzacheva (2020), “*Measuring Students’ Use of Zoom Application in Language Course Based on the Technology Acceptance Model (TAM)*” by Hind Abdulaziz Alfadda & Hassan Saleh Mahdi (2021), and “*Students’ Perception of the Use of Zoom and Whatsapp in ELT amidst Covid19 Pandemic*” by Suadi (2021).

The first previous study was conducted by Guzacheva (2020) entitled *Zoom Technology as an Effective Tool for Distance Learning in Teaching English to Medical Students*. The purpose of this study was to describe medical students’ experience in learning English online using Zoom Meetings application. This study applied descriptive quantitative method. As the sample, this study used medical students of Tashkent Pediatric Medical Institute, Uzbekistan. The result shows that an innovative approach to Zoom Technology improves positive learning outcomes for diverse groups of medical students and reduces the burden on English teachers while facilitating the higher education in minority communities.

The second previous study was shown by Hassan *et.al* (2021) entitled *Measuring Students’ Use of Zoom Application in Language Course Based on the Technology*

*Acceptance Model (TAM)*. The objective in this study was to analyze the correlation between the variable Technology Acceptance Model on using Zoom Meetings in online learning. The sample for this study is 75 English Faculty students from selected Saudi Universities for the 2019/2020 academic year. This study used descriptive qualitative method. The study used questionnaire to collect data. The result indicated that there is correlation between the Zoom usage and students' attitudes and behavioral intention.

The third study was from Suadi (2021). His journal was titled *Students' Perception of the Use of Zoom and Whatsapp in ELT amidst Covid19 Pandemic*. The purpose of this study was to describe EFL college students' perceptions of the use of Zoom and Whatsapp in ELT. The subjects of the study were 53 students, including 24 Sharia Banking Department students and 29 Sharia Business Management students from STAIN Mandailing Natal. This study used a mixed methods approach by combining qualitative and quantitative methods to determine the outcome. The data collection instrument applied is close-ended questionnaire. The result showed that the virtual ELT lesson for EFL university students in the form of Zoom and Whatsapp get a positive response although there remains a problem on slow internet connection. In addition, the students are very helped in reducing their shyness to interact during virtual classes, and also improving their language skills.

From all the preceding study above, there are similarities and differences. The similarity of the studies relate to issues that pose the same problem, namely online learning in the pandemic era. Meanwhile the differences of the studies are both from the

method and the instrument. Even if it is different, it can be references in analyzing data in this study.



## **CHAPTER III**

### **METHOD OF STUDY**

This chapter describes the research method. These are the Design of the Study, the Subject of the Study, the Data of the Study, the Instrument of the Study, the Technique for Collecting Data, the Data Collecting Procedure, and the Data Analysis

#### **3.1 The Design of the Research**

The study design of this study uses descriptive quantitative research. (Sugiyono, 2010), stated descriptive research is employed to investigate knowledge by describing the collected knowledge it is, with the intention of drawing conclusion that apply to generalities and their generalization with no intentions. Saifuddin (2012) explained that descriptive research aims to consistently and accurately describe the facts and characteristics of a population or a specific subject.

According to Kountur (2005), a descriptive study has the next characteristic: relate to the up to date scenario, has the subsequent characteristics: relates to the scenario, describe only one or additional variables, however they delineate severally and also inspected variable is not manipulated. This study attempts to graphically analyze and describe the perceptions of fourth grade students toward online English learning during the COVID-19 pandemic in one of the private schools in Semarang, in percentage terms. The method of this study is a survey method using a questionnaire as the instrument.



This study belongs to descriptive quantitative research because it aims to illustrate how students perceive learning English online during the COVID-19 pandemic, especially when using Zoom Meetings.

### **3.2. Subject of the Study**

This sub-chapter includes population and sample of this study.

#### **3.2.1. Population**

According to Sugiyono (2010), a population is a generalized domain consisting of objects or subjects with specific characteristics and properties that are determined by the researcher under study and from which conclusion are drawn. Moreover, Sukardi (2012) states that the population consists of teachers, learners, curriculum, facilities, school structure, and others. Meanwhile, according to Arikunto (2013), population is the objects of all research. The study is conducted in all grades of the school and focus on English subjects while conducting online learning for a total 265 students during the COVID-19 pandemic.

#### **3.2.2. Sample**

Sugiyono (2010) defined sample is an element of the amount and characteristics of the population. The sample of this study is 58 students of fourth graders, consists of 29 students in 4A class and 29 students in 4B class. During this study, technique sampling the investigator used is convenience sampling. Sukardi (2012) argued that convenience sampling is a method of random sampling. The research was conducted with fourth graders as they were eligible for in-class access. Because of the restriction

of activities during pandemic, this research is conducted by sharing a Google Form questionnaire in the form of a link and then the teacher forward the link to the Whatsapp Group Class. The sampling process takes places in several stages. First, the questionnaire is distributed to the respondents by link. Second, respondents are requested to fill out the questionnaire in 24 hours, after that, the questionnaires closed for the responses. This study limits the number of response in which one questionnaire can only be filled by only one student.

### **3.3 The Data of the Study**

This sub-chapter describes types of data and variables of this study.

#### **3.3.1. Types of Data**

The type of data in this study is quantitative. Quantitative data are types of data that can be directly measured or calculated as a variable.

#### **3.3.2. Variable**

According to Arikunto (2006), variables are symptoms that have many variations, which are used as the objects of the research. This study has two variables, an independent variable and a dependent variable. An independent variable is a variable that influences either the cause of change or the occurrence of the dependent variable (Sugiyono, 2015). Students' perception is the independent variable in this study. Meanwhile, the dependent variable is a variable that is measured or tested in a study (Sugiyono, 2015). Online English learning is the dependent variable in this study.

### 3.4 Instrument of the Study

The instrument in this study uses a questionnaire. According to Arikunto (2006), a questionnaire is a series of written questions that are used to obtain information from respondents about what they know. Questionnaire or survey is more efficient way to collect data from the students.

Arikunto (2006) differentiates the types of questionnaires according to the viewpoint. They are closed-ended questions and open-ended questions. Closed – ended questionnaire is a question that can only be answered by selecting from a limited number of options. The common formats that used are multiple choices, “yes” or “no” or a rating scale with pre-prepared answers, so that the respondent only has to select an answer. While open – ended questionnaire is a set of questions where the answer is not provided yet so that the respondent gives the responses in their own words. This study used close-ended questionnaires.

This data was collected via a Google Forms survey on fourth grade student’s perceptions of learning English online during the COVID-19 pandemic, especially when using Zoom Meetings. The questionnaires items are adapted from Sri Mulyani’s paper entitled “*Students’ Perception and Motivation Toward English Learning During the COVID-19 Pandemic*” and journal “*The Students’ Eyesight: The Effectiveness of Learnin-Based Applications on ELT in Pandemic Era*” by Bulkis Maghfirah Mannong.

To make the questionnaire easier, the twenty closed questionnaires on students' perceptions of learning English online during COVID-19 pandemic were prepared using Indonesian, therefore, it is translated into English after the respondents complete the survey. This study used electronic questionnaire, which are more effective, time efficient, less expensive, and more familiar to students, and were administered using Google Forms. The online-based questionnaire distributed to the students through WhatsApp group class.

The questionnaire in this instrument uses Likert Scale. Likert scale is used to measure individual or group opinions, attitudes, and perceptions of social phenomena (Erliana et al., 2021). Likert scale is used in scoring perceptions of students in closed-ended questions. Each statement in closed-ended questions has four alternative answer options with categorized scale option: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). The data for each item is sorted based on the dimension of online learning.

### **3.3.3. Validity**

The questionnaire that is used and distributed to the respondents must be checked for the validity and reliability first in order to find out whether the test is valid to use as the tests. The validity of a study refers to the extent to which the researcher measures what is actually being measured (Budiastuti & Bandur, 2020). The validity test is performed with the aim of knowing the accuracy and precision of a measuring instrument in carrying out its measuring function. In short, the validity can be conducted

to find out whether the instrument is valid to used or invalid. The validation of an item can be searched by correlating the item's score with the item's total. The items can be declared valid if the r-value is higher than r-table, vice versa, if the r-value is less than r-table then the items are declared invalid.

This study used try out class and kind of content validity by using rubric from expert to find out the validity of the instrument. According to Budiastuti & Bandur (2020), content validity relates to the elements of the statement (items) arranged in the questionnaire or test have covered all of the material to be measured. This study utilized validation rubric from Simon & White (2011), uses formula of Pearson Product Moment and is calculated SPSS 16 software for window. The advisor requested to as the expert judgment to measure the validity of the instrument. The form of validation rubric is presented as follow:

### Questionnaire Validation Rubric

Instruction:

Give thick mark (✓) at the alternative answers which you think the best one for the following criteria

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions</i>
		1	2	3	4	

<b>Clarity</b>	The statements are direct and specific					
	Only one statement is asked at a time					
	The participants can understand what is being asked					
	There is no <i>double-barreled</i> statement (two statements in one)					
<b>Wordiness</b>	Statements are brief					
	There are no unnecessary words					
<b>Negative Wording</b>	Statements are asked using the affirmative					
<b>Overlapping Responses</b>	All possibilities are considered					
	There are no ambiguous statements					
<b>Balance</b>	The statements are unbiased and do not herd the participants to a response. The statements are asked using a neutral tone					
<b>Use of Jargon</b>	The terms used are understandable by the target population					
	There are no clichés or hyperbole in the wording of the statements					
<b>Appropriateness of Responses Listed</b>	The choices listed permit participants to respond appropriately					
	The responses apply to all situations or offer a way for those to respond with typical situations					
<b>Use of Technical Language</b>	The use of technical language is minimal and appropriate					
	All acronyms are defined					

<b>Application to Praxis</b>	The statements asked relate to the daily practices or expertise of the potential participants					
<b>Relationship to Problem</b>	The statements are adequate to answer the research question					
	The statements are adequate to obtain the purpose of the study.					

Simon & White (2011)

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Items}}$$

Comments and suggestions:

Validated by:

### 3.3.4. Reliability

Reliability refers an understanding that the instrument is valid and therefore reliable enough to be used as a data collection tool. Reliability test is performed to determine the consistency of an instrument as a measurement tool, so that measurement

findings may be trusted. The formula used to test instrument reliability in this study is Cronbach's alpha coefficient.

If the reliability coefficient has been obtained, then to determine the reliable status, the reliability coefficient categories from Graham et al., (2012) can be used. The categories as follows:

**Table 3. 1 Categories of Reliability Coefficient**

Reliability Coefficient Categories	
>0.80	Very reliable
0.70-0.80	Reliable
0.60-0.69	Rarely reliable
0.50-0.59	Less reliable
<0.50	Not reliable

The validity test and reliability test can be done in various ways including the use of software. There are many software that can be used, but in this study, the reliability test carried out by using the SPSS 16 software for window.

### 3.3.5. Technique for Collecting Data

This study used questionnaire as an instrument. This study adapted questionnaire from *Students' Perception and Motivation Toward English Learning During the COVID-19 Pandemic* by Mulyani (2020) and *The Students' Eyesight: The Effectiveness of Learnin-Based Applications on ELT in Pandemic Era* by Mannong (2020). The questions in this questionnaire are a type of close-ended question.

### 3.4. Data Collecting Procedure

In this study, the researcher explained how the data were collected. The steps are:



1. Asking permission to the teacher to distribute the questionnaire to the students.
2. Teacher explaining to the students about the questionnaire and how to answer it.
3. Giving time to the students to fill out the questionnaires
4. Collecting and analyzing the information to get the valid data

### 3.4.1. Data Analysis

There are some following steps to help obtaining the data as follows:

1. Calculating of scale scores

The questionnaire was calculated by using Likert Scale method that has four scale agreements. Each scale given points such as 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (D), and 1 for Strongly Disagree (SDA).

**Table 3.2 Calculation of Scale Scores**

Scale	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SDA)	1

2. Determining the Highest and the Lowest number of scales

Interpretation of calculation scores

Y = Highest Likert Scale x number of respondents

X = Lowest Likert Scale x number of respondents

$$\text{Index Formula \%} = \frac{\text{Total Score}}{Y \times 100}$$

After the value of Y is determined, the calculation uses the index formula to find out the interval (distance range) and the percentage interpretation to find the score by finding the percentage score interval (I). The formula for calculating index is detailed in each questionnaire statement.

$$\text{Interval Formulas: } I = \frac{100}{\text{Total of Score (Likert)}}$$

### 3. Interpreting of score based on intervals

**Table 3. 3 Criteria for Interpretation of score based on intervals**

Criteria	Interpretation
75% to 100%	Strongly Agree
50% to 74,9%	Agree
25% to 49,9%	Disagree
0% to 24,99%	Strongly Disagree

The criteria for interpreting interval scores are shown in the table above. After calculating the index formula, the next step is interpreting the index formula based on the intervals.

A positive item or perspective is one with a score that meets the “Strongly Agree” and “Agree” requirements, on the other hand, the items or perception is said to be negative if the score falls on the “strongly disagree” and “disagree” criteria (Anggraini, 2021).

## CHAPTER IV

### ANALYSIS OF RESULT AND DISCUSSION

This chapter describes the analysis results and discussion. The results include Analysis of Validity and Reliability of the Instrument, and Analysis of the Questionnaire Results. Meanwhile, the argument and interpretation of the results are explained on the discussion.

#### 4.1. Result

This sub chapter analyzes about Validity and Reliability of Instrument and the Result of data obtained of questionnaire.

##### 4.1.1. Validity

The validity of the instrument had been analyzed before being distributed to the respondents. This is done to ensure that the instrument is valid and reliable to use. The study uses validation rubric from Simon & White (2011) to facilitate the submission of comments and suggestions by validators.

The instrument is calculated using SPSS 16 software for windows, in order to find out the validation, and uses the trial classes with 31 students. The validity result is showed below:

**Table 4. 1Result of Validity**

Items	r-value	r-table 5% (31)	Description
Item 1	0.632	0.355	Valid
Item 2	0.792	0.355	Valid
Item 3	0.455	0.355	Valid
Item 4	0.632	0.355	Valid

Item 5	0.723	0.355	Valid
Item 6	0.611	0.355	Valid
Item 7	0.659	0.355	Valid
Item 8	0.771	0.355	Valid
Item 9	0.753	0.355	Valid
Item 10	0.784	0.355	Valid
Item 11	0.825	0.355	Valid
Item 12	0.749	0.355	Valid
Item 13	0.736	0.355	Valid
Item 14	0.756	0.355	Valid
Item 15	0.628	0.355	Valid
Item 16	0.756	0.355	Valid
Item 17	0.733	0.355	Valid
Item 18	0.689	0.355	Valid
Item 19	0.648	0.355	Valid
Item 20	0.728	0.355	Valid

The instrument used in this study is valid after measuring its validity using SPSS software and also the result on its two validators.

In calculating the validity test, the r-value must be higher than the r-table (r-table at  $n=31$  is 0.355). According on the table above, the r-value is higher than r-table (0.355) on each item. Therefore, it can be concluded that the instrument is valid and usable on the next step.

#### 4.1.2. Reliability

After the validity of the instrument was tested, then it calculated the reliability of the instrument. To maintain the consistency of the result, reliability test needs to be done. The instrument are reliable if the result is higher than 0.60. It is calculated by using SPSS 16 software for windows and using the Cronbach Alpha formula. The reliability test shows result on 0.945. It is mean that the instrument is reliable to be used, because the result is higher than 0.60. The calculation of reliability is represented as follows:

**Table 4. 2 Reliability Statistics**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.945	20

#### **4.1.3. Analysis of the Result of Questionnaire**

In this section, the results of a closed-ended questionnaire relating to students' perceptions of online English learning during the Covid-19 era, particularly through the use of Zoom Meeting are explained. There are twenty statements in Liker Scale Questionnaire. 58 students are appointed as respondents who filled out the questionnaire by choosing one of the answer choices with categorized scale option: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (DA). The questionnaire was distributed to respondents and divided into 5 dimensions problem in online learning. That dimensions are dimension of accessing technology, dimension of teaching material, dimension of atmosphere of learning environment, dimension of students' interaction, and also the dimension of finance.

The first dimension is about the dimension of accessing technology. Here, there are 4 statements about accessing technology in which statement is filled by 59 respondents. The whole section collected 236 responses. Those who answered SA, A,

D, and SDA are 41, 169, 24, and 2 respondents on each items. The data and data processing are presented in table 4.3 and table 4.4 respectively.

**Table 4. 3 Dimension of Accessing Technology**

No	Statements	SA	A	D	SDA
1	I can easily access Zoom on both cellphone or laptop and understand how to use the application	17	41	1	0
2	The display and features of Zoom Meetings are very clear, easy to understand and have been in accordance with the needs of online learning in this COVID-19 pandemic era	12	43	4	0
3	Online English learning during COVID-19 pandemic by using Zoom is easier than other applications	7	45	7	0
4	The strength of internet signal is stable during online English learning in this COVID-19 pandemic era	5	40	12	2
Total Responses		41	169	24	2

Answer Scale	Total response x Score	Total
SA	41 x 4	164
A	169 x 3	507
D	24 x 2	48
SDA	2 x 1	2

From the data, the total score calculation is  $41+169+24+2 = 236$ . The highest scale for “Strongly Agree” items is  $4 \times 236 = 944$ , while the lowest scale “Strongly Disagree” item is  $1 \times 236 = 236$ .

$$\begin{aligned} \text{Index Formula \%} &= \frac{\text{Total Score}}{Y \times 100} \\ &= \frac{721}{944 \times 100} = 76.38 \% \end{aligned}$$

Based on this calculation, the final result about dimension of accessing technology shows a percentage of 76.38% in the interval scale of “Strongly Agree”. It can be interpreted that students have a good perception of the dimension of accessing technology.

After interpreting the dimension of accessing material, the next dimension is about teaching material. Filled by 59 respondents and collects 236 responses. Those who answered SA, A, DA, and SDA are 39, 183, 11, and 0 respondents respectively. The data and its processing are presented in tables below.

**Table 4. 4 Dimension of Teaching Material**

No	Statements	SA	A	D	SDA
5	I can easily understand the English material given by the teacher through Zoom Meeting during online learning in the COVID-19 pandemic	15	38	6	0
6	I can understand the instructions of assignments given by teacher through Zoom Meeting during online learning in the COVID-19 pandemic	5	52	1	0
7	The teacher explains the material well through Zoom Meeting during online learning in the COVID-19 pandemic	11	47	1	0
8	I can understand more learning English through Zoom Meeting during than other applications	8	48	3	0
Total response		39	185	11	0

**Table 4. 5 Data Processing of Dimension of Teaching Material**

Answer Scale	Total response x Score	Total
SA	39 x 4	156
A	185 x 3	555
D	12x 2	24

SDA	0 x 1	0
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Based on the data above, the calculation of the total score is  $39+185+11+0 = 236$ .

The highest of scales for “Strongly Agree” items is  $4 \times 236 = 944$ , and the lowest scale of “Strongly disagree” items is  $1 \times 236 = 236$ .

$$\begin{aligned} \text{Index Formula (\%)} &= \frac{\text{Total Score}}{Y \times 100} \\ &= \frac{735}{944 \times 100} = 77.86\% \end{aligned}$$

The results from the questionnaire that related to the dimension of teaching materials shows that 77.86% students are agree. In the dimension of the teaching material, it can be concluded that students have a positive perception of the teaching material dimension.

Next dimension is dimension of the learning atmosphere or the learning environment. There are 4 statements about this dimension and in each statement is filled by 59 respondents. 236 responses can be collected in this dimension. The respondents who answered SA, A, DA, and SDA are 74, 151, 11, and 0 in each items. The data and the data processing are presented in the table below.

**Table 4. 6 Dimension of Atmosphere or Learning Environment**

No	Statements	SA	A	D	SDA
9	The use of Zoom Meeting makes me enthusiastic in online English learning during COVID-19 pandemic era	8	51	0	0
10	Online English learning through Zoom Meeting is not boring during COVID-19 pandemic era	12	40	7	0



11	I am motivated and excited to learn English by using Google Meet during COVID-19 pandemic era	24	32	3	0
12	The conditions of online English learning are very conducive by using Zoom Meeting during COVID-19 pandemic era	30	28	1	0
Total response		74	151	11	0

**Table 4. 7 Data Processing of Dimension of Atmosphere or Learning Environment**

Answer Scale	Total response x Score	Total
SA	74 x 4	296
A	151 x 3	453
D	11 x 2	22
SDA	0 x 1	0

The total score is  $74+151+11+0 = 236$ . The highest number of scales for “Strongly Agree” items is  $4 \times 236 = 944$ ; meanwhile the lowest scale for “Strongly Disagree” item is  $1 \times 236 = 236$ .

$$\begin{aligned} \text{Index Formula \%} &= \frac{\text{Total Score}}{Y \times 100} \\ &= \frac{771}{944 \times 100} = 81.67\% \end{aligned}$$

The calculation showed that 81.67% of students are strongly agreeing with the questionnaire about dimension of atmosphere or learning environment. According to the students’ perceptions related to the dimension of atmosphere, it can be summarized that they have a positive perception of this dimension.

After discussing about the dimension of technology, teaching material, and also the atmosphere or learning environment, the next dimension that will be discussed is the dimension that focuses on the students’ interaction and each statement filled by 59 respondents. 236 responses can be collected in this dimension. The respondents who

answered SA, A, DA, and SDA are 53, 170, 10, and 3 in each items. The data and the data processing are presented in the table below.

**Table 4. 8 Dimension of Students' Interaction**

No	Statements	SA	A	D	SDA
13	The use of Zoom Meeting during online English learning in the COVID-19 pandemic made it easier for me to interact with friends	12	39	5	3
14	The teacher conducts question and answer during online English learning through Zoom Meeting	12	45	2	0
15	I asks the teacher when I have difficulty in online English learning through Zoom Meeting	14	43	2	0
16	The teacher actively provides feedback, discussions, or assignments during online English through Zoom Meeting	15	43	1	0
Total response		53	170	10	3

**Table 4. 9 Data Processing of Dimension of Students' Interaction**

Answer Scale	Total response x Score	Total
SA	53 x 4	212
A	170 x 3	510
D	10 x 2	20
SDA	3 x 1	3

Based on the data, the total score calculation is  $53+170+10+3 = 236$ . The highest number of scales for “Strongly Agree” item is  $4 \times 236 = 944$ , while the lowest scale for “Stongly Disagree” items is  $1 \times 236 = 236$ .

$$\begin{aligned} \text{Index Formula \%} &= \frac{\text{Total Score}}{Y \times 100} \\ &= \frac{754}{944 \times 100} = 78.92\% \end{aligned}$$

Based on the calculation, the result of questionnaires that related to dimension of students' interaction shows that 78.92% of students are strongly agree. It can be

concluded that students have a positive perception about the dimension of students' interaction while doing English online learning using Zoom Meeting.

The last part of the dimension is dimension of finance. In this dimension, there are 4 statements which filled by 59 respondents. 236 responses can be collected in this dimension. The respondents who answered SA, A, DA, and SDA are 44, 177, 9, and 6 in each items. The data and the data processing are presented in the table below.

**Table 4. 10 Dimension of Finance**

No	Statements	SA	A	D	SDA
17	I use my own cell phone or laptop to access online English learning through Zoom Meeting during COVID-19 pandemic	14	37	4	3
18	My cell phone or laptop have support features to use in online English learning	10	47	0	0
19	Internet connection is able to reach my area	14	48	0	0
20	Online English learning during the COVID-19 pandemic by using Zoom Meeting can save costs and time	6	45	5	3
Total Response		44	177	9	6

Answer Scale	Total response x Score	Total
SA	44 x 4	176
A	117 x 3	531
D	9 x 2	18
SDA	6 x 1	6

Based on the data, the total score calculation is  $44+177+9+6 = 236$ . The highest number of scales for “Strongly Agree” item is  $4 \times 236 = 944$ , while the lowest scale for “Stongly Disagree” items is  $1 \times 236 = 236$ .

$$\begin{aligned} \text{Index Formula \%} &= \frac{\text{Total Score}}{Y \times 100} \\ &= \frac{731}{944 \times 100} = 77,44\% \end{aligned}$$

Based on the calculation, the final result calculation that related to dimension of finance shows that 77.44% students are in the scale of “Strongly Agree”. It can be concluded that students have a positive perception about the dimension of finance while doing English online learning using Zoom Meeting.

Based on the result of the data processing, students are enthusiastic about the deployment of online English learning. Those tendencies arise from the finding that students are able to adapt in all dimensions associated with online learning, although the students had never used Zoom Meeting in having distance learning before. Therefore the students' perceptions toward online English Learning amidst the COVID-19 Pandemic era especially in using Zoom Application at one of the private schools in Semarang, have a positive perception.

#### **4.2. Discussion**

The purpose of this study is to learn about students' attitudes on online English learning during COVID-19 epidemic using Zoom Meetings. To answer the question of the study, then the questionnaire is distributed to the respondents. It is to the fourth graders students at one of the private schools in Semarang with a total 59 students. In accumulating the data, the questionnaire in this study is made by using Google Form. After that, the link of the questionnaire is shared by the teachers through WhatsApp group.

The questionnaire consists of twenty statements that related to English online classes during the COVID-19 Pandemic. The questionnaire items are classified according

to the dimension of online learning. Those dimensions are the common problems in online learning activity, namely: dimension of accessing technology, dimension of teaching material, dimension of learning environment, dimension of students' interaction, and dimension of finance. By calculating in each dimension, there is evidence in this study that students have a positive perception of online English learning using Zoom Meeting during the COVID-19 pandemic era.

The first dimension is accessing technology. The final result of the dimension of accessing technology shows a rate of 76.17 % on the interval scale of "Strongly Agree". On the table 4.3 showed that most of the students are chose the alternative answer of strongly agree and agree. It means that the students agree that using Zoom Application is easy in any devices, whether on smartphone or laptop. The students can easily understand about the display, usage, and also the features in Zoom Meetings application. Students are agreeing about the using of Zoom Meeting in online English learning in this COVID-19 pandemic. The students agree that online English learning is much easier if using Zoom Meeting Application than using other application. They also understand that if they want to be stable in taking online English learning classes using Zoom Meetings, then the signal and internet connection must be strong and stable. So it can be concluded that in this dimension, many students have a good or positive perception.

The second dimension is about the teaching material. The result shows that 77.86% of students agree including statements concerning the dimension of teaching material. Even though, there is some statements which state that the students do not agree. The statement is 'I can easily understand the English material given by the teacher through

Google Meet during online learning in the COVID-19 pandemic'. It means that some students do not fully comprehend the material presented in Zoom Meetings during English study in the COVID-19 pandemic. In the table 4.5, there are six students who chose the alternative answer of 'Disagree'. However, the data or final results shows that most of the students agree with the material distribution by the teacher via Zoom Meetings during online learning in the COVID-19 cycle. The students agree that they can understand because their teacher delivers the material well through Zoom Meetings. Based on the computation of the dimension of the instructional material, the students have a favorable view.

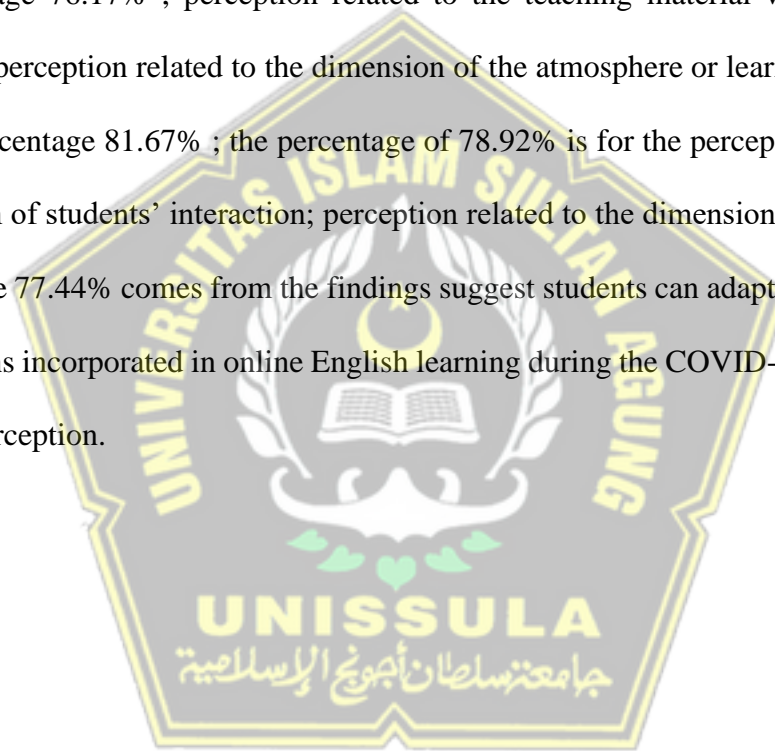
The third dimension is the dimension of atmosphere or learning environment. Based on the measurement, the final result shows that 81.67% of students agree with the statements about the dimension of atmosphere or learning environment. The data shows that learning English online using Zoom is not boring in this distance learning activity. They agree that during COVID-19 pandemic, having online English learning through Zoom Meetings is very conducive, even there are some students are disagree with the some statements. There are 20 students disagree about the use of Zoom Meetings makes them enthusiast in online learning. They are not enthusiast while taking online English learning during the COVID-19 pandemic. It may be caused by the learning strategy of the teacher. In summary, most students have a favorable assessment of the dimension of educational content.

In the fourth dimension, it is focuses on the students' interaction. Based on the calculation, the final result of the dimension of students' interaction shows that 78.92%

students are agree. Based on the table 4.9, most of students are choosing agree with the statements. It means that even the learning activity is using Zoom, they still can interact with their friends. Both students and teacher are having question and answer session about English material during online English learning using Zoom Meetings. When they have difficulty in learning or still not pretty sure to understand the material, they tend to ask the teacher while in Zoom room meeting. To response the question from the students, the teacher also give them feedback, discussion, or assignment during online English learning through Zoom Meeting. It can be inferred that students perceive their interaction positively.

The last dimension is dimension of finance. The final result of dimension of finance shows in the interval scale of “Strongly Agree” with a percentage 77.44%. Most of students choose the alternative answer as agree. The students have and use their own cellphone and laptop to access Zoom Meeting to take online English learning during COVID-19 pandemic. Although there is one statement which states that students do not agree with the statements. The statement is ‘I use my own cell phone or laptop to access online English learning through Zoom Meeting during COVID-19 pandemic’. It means that the student still using his parent's cellphone to do a zoom meeting. Almost all students agree that their area is already covered with strong signal and internet connection to conduct online learning. They also believe that employing Zoom Meetings for online English study during the COVID-19 pandemic can save money and time. It can be conclude that the students have a positive perception of the dimension.

In general, the students have a favorable attitude regarding the use of Zoom for online English learning. The proportion of data shows that practically all students choose an agreeable answer to online English instruction. It has also mentioned in chapter III on the data analysis that an object or view is said to be positive if it meets the requirements of strongly agree and agree, while it is said to be negative if it meets the criteria of strongly disagree and disagree. Perception related to the dimension of accessing technology with a percentage 76.17% ; perception related to the teaching material with a percentage 77.86% ; perception related to the dimension of the atmosphere or learning environment with a percentage 81.67% ; the percentage of 78.92% is for the perception related to the dimension of students' interaction; perception related to the dimension of finance with a percentage 77.44% comes from the findings suggest students can adapt and modify to all dimensions incorporated in online English learning during the COVID-19 epidemic have a good perception.





## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents about the conclusion and suggestions. The conclusion is based on the data analysis, results, and discussion of this study in the previous chapter. The suggestion presents some suggestions based on the conclusion.

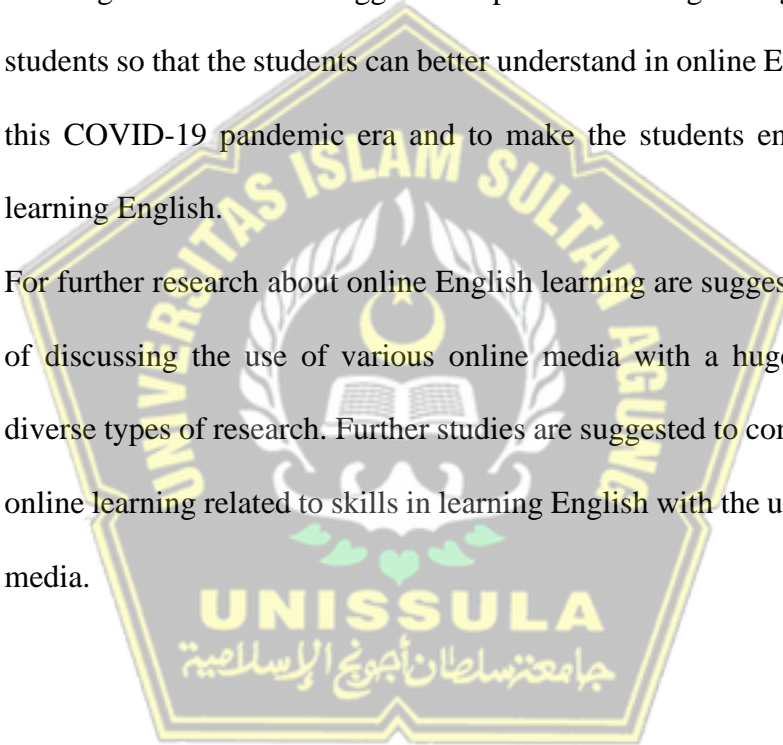
#### 5.1. Conclusion

The purpose of this study is to learn about students' attitudes on online English learning during the COVID-19 epidemic using Zoom Meetings. Based on the data analysis and discussion in the previous chapter, it is possible to conclude that students had a positive opinion of online English learning during the COVID-19 pandemic era, particularly when using Zoom Meetings. This is demonstrated by the percentage of data based on each dimension. Perception of the dimension of accessing technology with a percentage of 76.17%, perception related to the dimension of teaching material with a percentage of 77.86%, perception related to the dimension of atmosphere or learning environment with a percentage of 81.67%, perception related to the dimension of students' interaction with a percentage of 78.92%, and perception related to the dimension of finance with a percentage of 77.44%. According to the findings, students can adapt and adjust to all of the characteristics contained in the online English learning process, particularly when using Zoom Meetings.

## 5.2. Suggestion

This study provides some suggestions for students, English teacher, and also for the further studies. The suggestions are as follow:

1. The students are encouraged to be developing their interest in learning English. Furthermore, students are encouraged to enhance their English skill in order to achieve success in various aspects of life.
2. The English teachers are suggested to provide learning strategies and motivate students so that the students can better understand in online English learning in this COVID-19 pandemic era and to make the students enthusiastic during learning English.
3. For further research about online English learning are suggested to be capable of discussing the use of various online media with a huge population and diverse types of research. Further studies are suggested to conduct the study of online learning related to skills in learning English with the use of other online media.



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