

**EFL STUDENTS' AND TEACHER'S PERCEPTIONS ON THE
EFFECTIVENESS OF ZOOM APPLICATION IN ENGLISH LANGUAGE
LEARNING AT SMAN 1 FAKFAK IN THE ACADEMIC YEAR 2022-2023**

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree in English Education**



EKA RISMANINGSIH LIE

31801800012

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE
UNIVERSITAS ISLAM SULTAN AGUNG**

SEMARANG

2023

PAGE OF APPROVAL

A Final Project

**EFL STUDENTS' AND TEACHERS' PERCEPTION ON THE
EFFECTIVENESS OF ZOOM APPLICATION IN ENGLISH LANGUAGE
LEARNING AT SMAN 1 FAKFAK IN THE ACADEMIC YEAR 2022-2023**

Prepared and presented by:

EKA RISMANINGSIH LIE

31801800012

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

Semarang, 26 January 2023

Approved by:



Choiril Anwar, S.Pd., M.Pd.

NIK: 210815024

Advisor

VALIDATION

A Sarjana Pendidikan Final Project on

**EFL STUDENTS' AND TEACHERS' PERCEPTION ON THE
EFFECTIVENESS OF ZOOM APPLICATION IN ENGLISH LANGUAGE
LEARNING AT SMAN 1 FAKFAK IN THE ACADEMIC YEAR 2022-2023**

Prepared and Presented by:

EKA RISMANINGSIH LIE

31801800012

Defended before the Board of Examiners

On 9 February, 2022

Decelerate Acceptable

Board of Examiners

Advisor : Choiril Anwar, S.Pd., M.Pd.

Examiner : Hartono, S.S., MPd.

Member : Elok Widiyati, S.Pd., M.Pd.

Semarang, 15 February 2022

Faculty of Languages and

Communication Science

UNISSULA

Dean

Trimah, S.Sos., M.Si

NIK. 211109008

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declared that the undergraduate thesis I wrote does not contain the works of other people, except the which were cited in the questions and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.



MOTTO

وَأَفْوِضْ أَمْرِي إِلَى اللَّهِ

“And I entrust my affair to Allah” (Surah Ghafir:44)

DEDICATION

The final project is dedicated with love to:

1. My wonderful parents; Ansar Lie, S.Ap and Siti Musyarofah who always understand, support, and love me.
2. My lovely brother and sisters; Dwi Sofyan Permana Lie, Nayla Putri Anindya Lie and Aqilah Nurul Azzahra Lie who always make me smile through all of my struggles.
3. All of my close family members who cheer me on and hope for my success.
4. My future husband; Briptu Solihin Bahrur Rusid, S.H who has encouraged and supported me in finishing this final project.

ABSTRACT

Lie, Eka Rismaningsih. (2023). *EFL Students' and Teacher's Perceptions on the Effectiveness of Zoom Application in English Language Learning at SMAN 1 Fakfak in the Academic Year 2022-2023.* A Final Project. English Education study program. Faculty of Language and Communication Science, Universitas Islam Sultan Agung. Advisor: Choiril Anwar, S.Pd., M.Pd.

The purpose of this research was to find out EFL students' and teacher's perception on the effectiveness of Zoom application 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 the method of data collection. 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 a 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 show a positive opinion, 2 students show a negative opinion and a student show a neutral opinion while the English teacher show a positive opinion toward the interview's question related to the effectiveness of Zoom application in English language learning. It concluded that EFL students and teacher at SMAN 1 Fakfak generally approved that Zoom application was simple to use, interesting, fun and have positive impact on students during English language learning activities as evidenced by their responses to previous survey.

Keywords: EFL, Teaching Media, Zoom Application

INTISARI

Lie, Eka Rismaningsih. (2023). EFL Students' and Teacher's Perceptions on the Effectiveness of Zoom Application in English Language Learning at SMAN 1 Fakfak in the Academic Year 2022-2023. Skripsi. Prodi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Pembimbing: Choiril Anwar, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa EFL dan guru tentang keefektifan aplikasi Zoom dalam pembelajaran Bahasa Inggris. Deskriptif kualitatif digunakan dalam penelitian ini. Dalam penelitian ini, 68 siswa dari dua kelas di kelas 11 SMAN 1 Fakfak tahun ajaran 2022-2023 digunakan sebagai subjek. Kuesioner dan wawancara adalah metode pengumpulan data. Berdasarkan hasil 17 kuesioner yang disebar, menunjukkan bahwa 14 pernyataan mendapat persepsi positif, 2 pernyataan mendapat persepsi negatif, dan 1 pernyataan mendapat persepsi netral tentang keefektifan aplikasi Zoom dalam pembelajaran Bahasa Inggris. Wawancara dengan 10 siswa dan seorang guru Bahasa Inggris menunjukkan bahwa 7 siswa menunjukkan pendapat positif, 2 siswa menunjukkan pendapat negatif, dan seorang siswa menunjukkan pendapat netral sedangkan guru Bahasa Inggris menunjukkan pendapat positif terhadap pertanyaan wawancara terkait keefektifan aplikasi Zoom di pembelajaran Bahasa Inggris. Disimpulkan bahwa siswa EFL dan guru di SMAN 1 Fakfak secara umum setuju bahwa aplikasi Zoom mudah digunakan, menarik, menyenangkan, dan berdampak positif bagi siswa selama kegiatan pembelajaran Bahasa Inggris yang dibuktikan dengan tanggapan mereka terhadap survei sebelumnya.

Kata kunci: Pembelajaran Bahasa Inggris, Media Pembelajaran, Aplikasi

Zoom

ACKNOWLEDGEMENTS

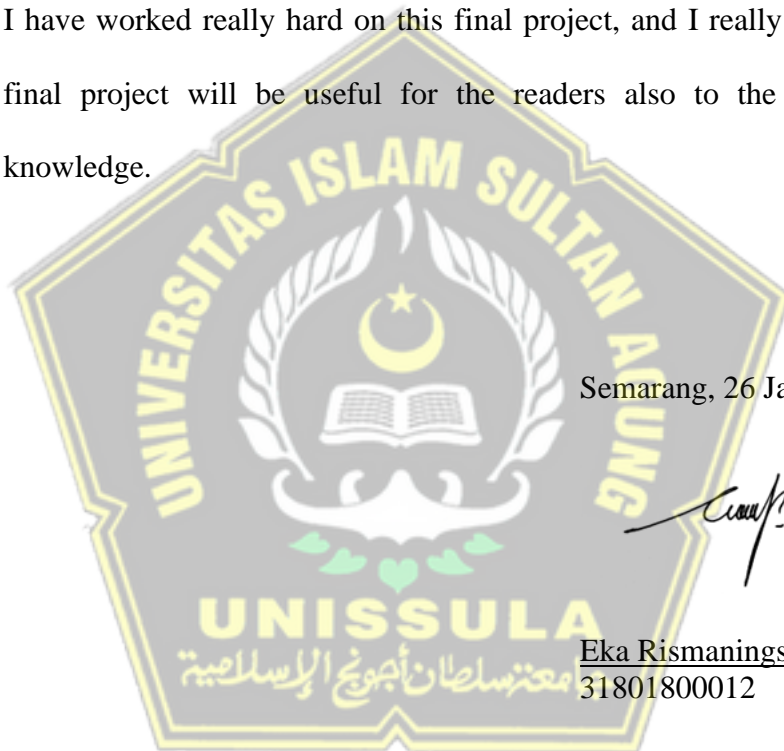
Allhamdulillah Rabbil Alamin, the researcher thanks Allah SWT for all of his blessing, chances, opportunity, and kindness. The researcher would like to convey her most heartfelt thanks and appreciation to everyone who supported her in completing this final project. The researcher would like to say thanks to the following people:

1. Prof. Dr Gunarto, SH., M. Hum. as the Rector of Sultan Agung Islamic University.
2. Trimanah, S.Sos., M.Si. as Dean of Faculty of Languages and Communication Science.
3. Nur Ekaningsih, S.Pd., M.Pd. as Head of English Education Study Program, Faculty of Languages and Communication Science.
4. Choiril Anwar, S.Pd., M.Pd. as the researcher's advisor who has guided the me with kindness and patience in completing this final project.
5. All lecturers and staff of the English department at the Faculty of Languages and Communication Science who had been giving knowledge, help, advice and support during my studies.
6. Moh. Nasar Musa'ad, S.Pd., M.Pd. as the Principal of SMA Negeri 1 Fakfak who has given for me to carry out the research.
7. Desfika Beti Utami, S.Pd as the English Teacher at SMA Negeri 1 Fakfak who helped me with kindness, love and patience in completing the research.
8. Researcher's best friends Aslamiah Astaty Rengen, S.Tr.IP, Annisa Zubaidah Karanggusi, Juniar Patimbang A.Md, Wa Nur Fuzziah, S.Tr.Kes,

Devi Wanda Safitri, S.Pd, Isna Annida Hidayah, S.Pd, and Laily Nuris Sabila, S.Pd, who have become a part of my life and support system.

9. All of my dearest friends in English Education Program 2018 and those who cannot be mentioned one by one who always been there for me and helped me with this final project. Thank you very much and may Allah bless all of you.

I have worked really hard on this final project, and I really hope that my final project will be useful for the readers also to the improvement knowledge.



Semarang, 26 January 2023

Eka Rismaningsih Lie
31801800012

TABLE OF CONTENTS

PAGE OF APPROVAL	ii
VALIDATION	Error! Bookmark not defined.
STATEMENT OF WORK'S ORIGINALITY	Error! Bookmark not defined.
MOTTO	v
DEDICATION	v
ABSTRACT	vi
INTISARI	vii
ACKNOWLEDGEMENTS	viii
TABLE OF CONTENTS	x
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reason for Choosing the Topic.....	4
1.3 Research Question	5
1.4 Objective of the Study	5
1.5 Limitation of the Study.....	5
1.6 Significance of the Study.....	5
1.7 Definition of the Key Terms	6
1.8 Organization of the Study	7
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 English Language Learning	8
2.2 Online Learning Platform	9
2.2.1 Definition of Online Learning Platform	9
2.2.2 Genres of Online Learning Platform	10
2.2.3 The advantages of Online Learning Platform.....	11
2.2.4 The Disadvantages of Online Learning Platform	12
2.3 Zoom Application	14

2.3.2	Strengths of Zoom Application	14
2.3.3	Weakness of Zoom Application	15
2.3.4	The Tips of Using Zoom Application	16
2.4	Review of the Previous Studies	17
CHAPTER III METHOD OF STUDY		19
3.1	Research Design	19
3.2	Subject of the Study	19
3.2.1	Population.....	20
3.2.2	Sample	20
3.3	Data of the Study	20
3.4	Instruments of the Study	20
3.4.1	Questionnaire.....	21
3.4.2	Interview.....	21
3.5	Validity of Questionnaire and Interview.....	22
3.6	Technique of Collecting Data	22
3.7	Procedure of the Study.....	23
3.8	Data Analysis.....	24
3.8.1	Data Analysis for the Questionnaire.....	24
3.8.2	Data Analysis for Interview.....	25
CHAPTER IV RESULT AND DISCUSSION.....		27
4.1	School's Profile.....	27
4.2	Research Findings.....	28
4.2.1	Analysis of the Validity of the Questionnaire	28
4.2.2	Analysis of the Closed-ended Questionnaire Result	28
4.2.3	Analysis of the Interview Result	43
4.3	Discussion.....	48
4.3.1	EFL Students' and Teacher's Perception on the Effectiveness of Zoom Application in English Language Learning.....	48
4.3.2	Factors that Influence EFL Students' and Teacher's Perceptions on the Effectiveness of Zoom Application in English Language.....	49
CHAPTER V CONCLUSION AND SUGGESTIONS.....		53
5.1	Conclusion	53
5.2	Suggestion.....	55

REFERENCES.....	56
APPENDICES.....	60



LIST OF FIGURES

Figure 4. 1 The percentage of students' answer for first statement.....	29
Figure 4. 2 The percentage of students' answer for second statement	30
Figure 4. 3 The percentage of students' answer for third statement.....	30
Figure 4. 4 The percentage of students' answer for fourth statement	31
Figure 4. 5 The percentage of students' answer for fifth statement	32
Figure 4. 6 The percentage of students' answer for sixth statement	33
Figure 4. 7 The percentage of students' answer for seventh statement	34
Figure 4. 8 The percentage of students' answer for eighth statement	34
Figure 4. 9 The percentage of students' answer for ninth statement	35
Figure 4. 10 The percentage of students' answer for tenth statement	36
Figure 4. 11 The percentage of students' answer for eleventh statement.....	37
Figure 4. 12 The percentage of students' answer for twelfth statement.....	38
Figure 4. 13 The percentage of students' answer for thirteenth statement.....	39
Figure 4. 14 The percentage of students' answer for fourteenth statement.....	39
Figure 4. 15 The percentage of students' answer for fifteenth statement.....	40
Figure 4. 16 The percentage of students' answer for sixteenth statement.....	41
Figure 4. 17 The percentage of students' answer for seventeenth statement	42

LIST OF APPENDICES

Appendix 1	61
Appendix 2	66
Appendix 3	67
Appendix 4	71
Appendix 5	83
Appendix 6	84
Appendix 7	85



CHAPTER I

INTRODUCTION

This first chapter contains the background of the study, the reason for choosing the topic, the research question, the objective of the study, the limitation of the study, the significance of the study, the definition of the key terms, and the organization of the study.

1.1 Background of the Study

In 2020 the world was in uproar with the covid-19 pandemic which has great people's lives and caused much panic, covid-19 is 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 the 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, and this regulation has been implemented since March 2020 in Jakarta 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 the 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 to advance 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 between teachers and students but is carried out online using a platform agreed 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 and Raharjo, 2020). As we know that online learning has limited interaction between teachers and students, it is not as accessible as face-to-face classes. Therefore, selecting the right media must be considered about online learning tools that can cover all needs of 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 Zoom Meeting Application. Zoom Meeting Application is an online media application which 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 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 the instructor can go to each class to see how things are going or the current class situation. Remote control feature and co-annotation feature is 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 and 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' perception on the effectiveness of Zoom application 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.

1.2 Reason for Choosing the Topic

There are several reasons for choosing the topic as follows:

1. As a result of this covid-19 pandemic, caused the implementation of various policies to break the chain of the spread of the covid-19 virus in Indonesia, therefore the importance of using technology at this time is to make the teaching and learning process successful from home. Therefore, choosing the right platform is the main thing that must be considered by schools and teachers.

2. The selection of the ideal learning media for learning English during a pandemic must be considered. The zoom application is one of the most widely used applications to support the teaching and learning process. It provides many features such as teachers and students can meet virtually, keeping classes up and running well according to the curriculum, and most importantly, save time and maximize the learning process.

1.3 Research Question

The research question of the study is what were the EFL students' and teacher's perceptions on the effectiveness of Zoom application in English language learning at SMAN 1 Fakfak in the academic year 2022/2023?

1.4 Objective of the Study

The objective of the study was to elaborate EFL students' and teacher's perceptions on the effectiveness of Zoom application in English language learning at SMAN 1 Fakfak in the academic year 2022/2023.

1.5 Limitation of the Study

This study designed to explore EFL students' and teacher's perceptions on the effectiveness of Zoom application in English language learning from the eleventh-grade students at SMAN 1 Fakfak.

1.6 Significance of the Study

The research has two significances of the study as follows:

1. Pedagogical Significance

This research is expected to be used as a guide for creating an interactive online English learning system, additionally hope that this research would show

the teachers at SMAN 1 Fakfak about students' and teacher's perceptions on the effectiveness of Zoom application in English language learning.

2. Practical Significance

a. Teachers

This research can provide ideas or inspiration to teachers at school to teach English lessons through Zoom App, which is an alternative media during this COVID-19 pandemic so teachers can optimize learning activities and improve students learning outcomes.

b. Students

With this research students are expected to be able to adapt to online media in receiving English lessons so students are always motivated to improve learning outcomes.

1.7 Definition of the Key Terms

1. Zoom

Serhan (2020) states that Zoom application is one of online learning application or videoconferencing platform with high quality audio, screen sharing, video. Making it ideal platform for virtual meetings, online class, webinar and video conferences.

2. English Online Learning

According to Riswandi (2016), English is an international language that plays an important role in many aspects of our lives today. Online learning is a style of communication that takes place over the internet (Nandal et al., 2021).

3. Perception

According to Lekhanya and Dlamini (2017), perception is the way in which an individual forms an opinion about something, based on their own extensive imagination and a meaningful of the facts.

1.8 Organization of the Study

This proposal consists of three chapters as follows:

Chapter I introduces the background of the study, the reason for choosing topic, the research question, the objective of the study, the limitation of the study, the significance of the study, the definition of the key terms, and the organization of the study.

Chapter II is review of related literature which contains of the general concept of perception, general concept of platform and media for online learning, and review of previous studies.

Chapter III is research method which contains the design of the study, the participants of the study, the instrument, the validity of the instruments, data collecting procedure, and data analysis.

Chapter IV is the result and discussion that consist of school profile, research findings and discussion.

Chapter V is the conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II discusses review of related literature which consists of several points to be explained. The theories cover online learning platform, Zoom Application, and the review of the previous studies.

2.1 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.

2.2 Online Learning Platform

This sub-chapter consists of the explanation about the definition of online learning platform, the genres of online learning platform, the advantages and the disadvantages of online learning platform.

2.2.1 Definition of Online Learning Platform

Online learning is a web-based learning mode that relies on internet use without the physical location of either the educator or the learners (Alghamdi, 2022). The use of technology is quite popular among the young generation in order to achieve their life and knowledge goals (Rahmani, 2021). According to Gunawan et al. (2021), there are two types of online learning, are synchronous learning and asynchronous learning. There are only two options for implementing the learning process, namely synchronous and asynchronous learning, because the level of education requires the learning process to adapt to implementing learning from home via online media. Online learning is used for digital technology such as applications that support in the learning process. The application such as zoom meetings, google meet, google classroom, or even live chat, among several other things. However, the fact is assignments or what is known as asynchronous learning assigned through monitoring by teachers via WhatsApp group as then students truly do their job. Online learning is a type of educational technology that can offer both asynchronous and synchronous educational experiences. Asynchronous method does not require precise timing, and students may access learning materials anytime they want. In online learning process, the students can use smartphone, tab or

computer to follow the online learning class. Online learning activities are used to make studying more enjoyable for students who are not always connected to book.

2.2.2 Genres of Online Learning Platform

In general, there are three kinds of online learning, those are: Synchronous online learning, a synchronous online learning and blended online learning (Yulia, 2020).

1. Synchronous online learning is communication between students and the teachers occurs in real time, and members can access information at the same time. One of the benefits of this type is provide immediate feedback on the student's performance. It also accelerates the formation of a teaching group for booting a higher level of connection to enable better understanding of a specific subject. The weaknesses of this type are not managing self-learning and planning. Examples of this type include video or sound conferencing and virtual classrooms.
2. Asynchronous online learning is the second genre. This is known as store and forward online learning, and it occurs when communication between the teacher and students does not occur instantly. It is a self-managed course, for example presenting messages on various discussion boards and trading email messages.
3. Blended online learning is the third genre. It is also known as the blended learning method, which combines regular in-person and online meetings, workshops, and instructional exercises with online learning via messaging, discussion, discussion sheets, quizzes, tests, and declaration.

The advantages of this type are that students receive feedback from online quizzes and tests, allowing them to identify gaps in their knowledge and forms to fill them.

From the explanation of the online learning platform genre, it can be concluded that before selecting a genre, teachers or school should assess it and adapted. Determine how easy or difficult it is for students to achieve a level of competency with the genre so that they can utilize it effectively to study and contribute meaningfully.

2.2.3 The advantages of Online Learning Platform

Yuliansyah and Ayu (2021) stated that there are some advantages of using online learning in the teaching and learning process as follows:

1. It is simpler to understand because it uses series of measures, such as images, caption, animation, music and videos content so it makes students can easily understand the materials.
2. Significantly more cost effective, meaning it does not need for an instructor, there is no requirement for a minimum audience, also students does not need to travel for learning activities.
3. Large amounts of data are easily accessible via mobile phones, online learning can increase the effectiveness and quality of learning.
4. The location and time of use are extremely adaptable.
5. It is much more concise, because it does not contain much class formality, which means directly to the material to be tested or taught which is adjusted by need.

6. Communication is easy, means students can “talk” to each other at different times and respond to it at their leisure.

Students’ benefit from online learning platforms as long as they engage in online learning and the whole learning platform undoubtedly makes learning easier for students. Based on the explanation above, it can be concluded that online learning platform is appropriate for using as a learning tool in improving the capabilities of every student and teachers because they can consider learning content based on what they want to teach, share and search. Teachers and students can be more interactive in online learning by using conferencing features, online forums, email, downloading information, and submitting homework.

2.2.4 The Disadvantages of Online Learning Platform

Behind the advantages that have been discussed previously, of course there will be shortcomings behind it. There are some disadvantages in using online learning platform. According to Firmansyah et al. (2021), the disadvantages of using an online learning platform, as follows:

1. Students and teachers must be able to adapt quickly to their new learning environment when transitioning from face-to-face to online learning. Also the mindset which had previously built in their minds was that the homes was not a place for doing classwork, which had to be changed into a comfortable study place for them.
2. Students' understanding of the information given will suffer as a result of a lack of feedback. Meanwhile, teachers who are not as interactive and only

give assignments with unclear instructions and reference materials will make it more difficult for students to complete a series of lessons.

3. Interference from the living environment or learning placement chosen by students and teachers that can interrupt with teaching and learning concentration
4. Lack of accessible facilities, limited internet and network access that impedes the implementation of online learning, particularly during online meetings, assignments with short deadlines.
5. Teachers are required to be more innovative so that learning can still run effectively even though it is done a long distance
6. Teachers will be more challenging to motivate the students because of the distance.

Each thing must have advantages and disadvantages on both sides. Students benefit from time flexibility and well-organized material documentation while trying to study during the Covid-19 pandemic. This enables them to schedule their study time and thus determine their learning style. However, they will not miss the materials since they can be connected outside of class. Meanwhile, from the disadvantages of online learning include less interactive teachers, excessive assignments, frequently changing schedules, a lack of learning facilities, and limited internet access or unstable internet networks.

2.3 Zoom Application

This sub-chapter contains the Definition of Zoom Application, Strengths of Zoom Application, Weakness of Zoom Application, the Tips of using Zoom Application and the Review of Previous Studies.

2.3.1 Definition of 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.

2.3.2 Strengths of Zoom Application

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:

- a. Stable connection while using a limited amount of network traffic.
- b. Uses little internal memory on the device.
- c. Screen sharing available option.

- d. Ability to connect a virtual whiteboard.
- e. Monitor broadcast from a mobile app.
- f. During class, students can be split into separate mini-groups.
- g. 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.

2.3.3 Weakness of Zoom Application

According to Abdulkareem and Eidan (2020), as in other applications, Zoom application has several weakness, 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.
5. 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.

2.3.4 The Tips of Using Zoom Application

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 then can choose to join or join a meeting.
4. Finally, students can join immediately after entering their student ID.

Learning through the Zoom application is more effective. Zoom application has different features than other applications. One of its features that is frequently used is the ability to schedule meetings and easily share for the slide presentation. In addition, there is a chat feature that can be used while learning. During the Covid-19 pandemic, the Zoom application could be the ideal solution.

2.4 Review of the Previous Studies

The researcher identifies previous studies that discuss about 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, Indonesia. The instruments of this research used qualitative research and were using 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 mean Students' speaking ability and motivation improve when they use conference video application media such as Zoom.

The second research written by Abriati et al. (2022), entitled *Students' Perception in Using Zoom Application during Online Learning in FKIP at Tridinanti University Palembang*. The aimed of this study was to determine students' perception in using Zoom application during online learning in 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. Descriptive Quantitative Survey was carried out as the method. Closed-Ended Questionnaire used in

collecting the data of 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 It's 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 and 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 on the effectiveness of zoom application in English language learning at SMAN 1 Fakfak.

CHAPTER III

METHOD OF STUDY

This chapter discusses about the research design of the study, subject of the study, data of the study, instrument of the study, technique of collecting data, procedure of the study, data analysis, and time schedule.

3.1 Research Design

Cohen et al (2018) states that a research design is the process of controlling an idea to make it appropriate for the goal. It was the method where the researcher derives 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 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.

3.2 Subject of the Study

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 subject 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.

3.2.1 Population

The population is the number of participants who are being explored Arikunto (2012). The population in this research was eleventh graders of SMAN 1 Fakfak in 2022/2023 academic year and English teacher.

3.2.2 Sample

Arikunto (2012) stated that a sample is a subset of the population being studied. The goal of collecting sample was to receive accurate data and to relate it to the study's target population. Simple random sampling used by the researcher to choose the sample. As a result, the sample of this study was the eleventh graders at XI BAHASA 1, in this class consists of 36 students, and XI BAHASA 2 consists of 32 students, so the total is 68 students.

3.3 Data of the Study

In this sub-chapter, the researcher described the several forms of data that utilized in qualitative research.

3.4 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. Questionnaire and interview were the instruments of this research.

3.4.1 Questionnaire

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 questionnaire and the preparation is more particular and detail. Questionnaire was a simple, quick, and effective tool for gathering data from a large number of individuals. Furthermore, questionnaire was one of the most important instruments that, if managed properly can be extremely valuable because they serve as the foundation of every survey. According to Sreejesh et al. (2014), the questionnaire is available in two varieties, they are open-ended question and close-ended questionnaire. In this research, the researcher used a closed-ended questionnaire which limited interview answers to specified possibilities from which they may choose.

3.4.2 Interview

Showkat and Parveen (2017) states that interview is a method of qualitative research in which the information comes spontaneously from the participants being interviewed and always be goal-oriented. Interviews are classified into three types: structured, semi-structured, and unstructured. In this research, the researcher used semi-structured interviewed as the instrument to find out more about EFL students' and teacher's perception about the effectiveness of zoom application in English language learning. In this study, there were 10 students who were interviewed and 5 students were taken from each class, also the English teacher. Semi-structured interview was 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 can answer freely based on their answers.

3.5 Validity of Questionnaire and Interview

Validity is a metric for measuring many factors with the intent of making it appear valid (Sileyew, 2020). One of the most significant aspects of the study was validity, which entails the precision of the measuring device utilized. As a result, used an incorrect instrument has consequences for the validity of the findings itself. In qualitative research, several ways were employed to overcome validity. Member checking and expert review were two of them. In this study, the researcher used expert review (judgment). White and Simon (2013) stated that the expert review with an expert validation assesment rubric it will be easier for validators to validate the questionnaire.

3.6 Technique of Collecting Data

Data is the most important aspect of a study, and data collection techniques are the procedures used to gather facts or information in the field in order to achieve objectives of this research, while data collection techniques are the means by which information or facts are gathered. In this research, the researcher distributed the questionnaire and conduct interview with the students to determine their opinions about the effectiveness of zoom application in English language learning.

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 teacher's who chosen for the interview to ask.

3.7 Procedure of the Study

There were a few steps for conducting this research in this data collection procedure. The steps were as follows:

1. The researcher asked for permission to the headmaster of SMAN 1 Fakfak to carry out the study.
2. This study chose the population of eleventh graders and the teacher of SMAN 1 Fakfak in academic year 2022/2023.
3. The researcher asked permission to the teacher before distributing the questionnaire related to students' perception about the effectiveness of zoom application.
4. The questionnaire was explained to the students and teacher by researcher.
5. The researcher gave time to the students and allow them to fill out the questionnaire.
6. The researcher gathered and reviewed information in order to obtain reliable data.

3.8 Data Analysis

Data analysis carried out when the researcher received all the entire data. In this research, the researcher employed a qualitative descriptive analysis to describe all the gathered research outcomes in detail. Researcher did the following data analysis steps:

3.8.1 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 3.2 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)

$$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$$

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 described in the form of a description.

3.8.2 Data Analysis for Interview

After the interview completed, the researcher carried out an analysis on the data gathered from the interview. Following that, the researcher used the following methods, as stated by Jamshed (2014):

1. Transcribing

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.

2. Data Display

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.

3. Classifying

After the data displayed, the researcher sort 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.

4. Conclusion Draw

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.



CHAPTER IV

RESULT AND DISCUSSION

This chapter explains about School's Profile, Research Findings, and Discussion.

4.1 School's Profile

The research of this study was conducted in SMA Negeri 1 Fakfak in the academic year 2022/2023. SMA Negeri 1 Fakfak is located at Jl. Ki Hajar Dewantara, Fakfak, West Papua which was established on May 2nd 1975.

The school has three grades, they are X, XI and XII which contain around 32-40 students in each class. Each of class consist of three majors, they are science, social and language. In the academic year 2022/2023 there were 31 classrooms in total. The number of teachers and employees at SMA Negeri 1 Fakfak is 78. In order to facilitate the teaching and learning process, each classroom was equipped with a variety of facilities, including fan, whiteboard, and projector. Good facilities like a lab, library, and mosque are also available to students at this institution.

4.2 Research Findings

After gathering research data, for this stage the researcher presented the results of the study that has been conducted, which includes analysis of the validity of the questionnaire, analysis of the closed-ended questionnaire result, and analysis of the interview results.

4.2.1 Analysis of the Validity of the Questionnaire

In this study, researcher validated the questionnaire using rubric validation obtained from White and Simon's (2011) theory. The validity was carried out by 2 professionals, namely from the supervisor and from the English teacher who taught in the class that the author studied. The content of the rubric contains 19 statements and there are 4 score criteria that can be filled by the validator. The 4 scores are 1 which means not acceptable, 2 which means below acceptable, 3 which means meets expectations, and 4 which means exceeds expectations. At the end of the validator rubric, comments and suggestions are also provided that can be filled in by the validator for researchers.

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, and some were filled out with a score of no modifications needed but could be improved with minor changes.

4.2.2 Analysis of the Closed-ended Questionnaire Result

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 Google form link to gathering 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 response by selecting either strongly agree (*sangat setuju*), agree (*setuju*), neutral (*netral*), disagree (*tidak setuju*), strongly disagree (*sangat tidak setuju*). The result of students' answer in each statement can be seen as follows:

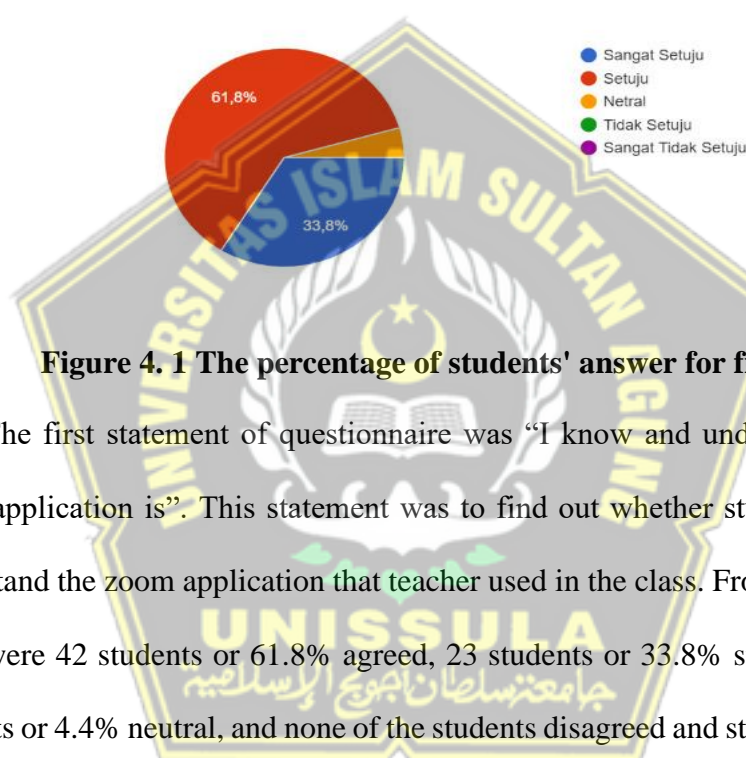


Figure 4. 1 The percentage of students' answer for first statement

The first statement of 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 teacher used in the class. From the figure 4.1, 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 and strongly disagreed. It can be concluded that most of students strongly agreed that they know and understand the zoom application for learning English. 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. 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.

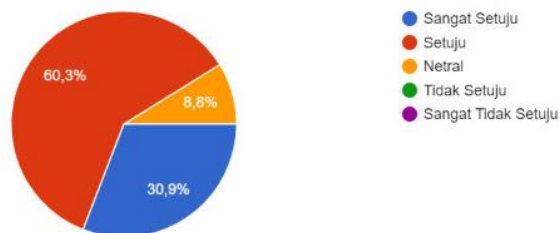


Figure 4. 2 The percentage of students' answer for second statement

The second statement of 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.

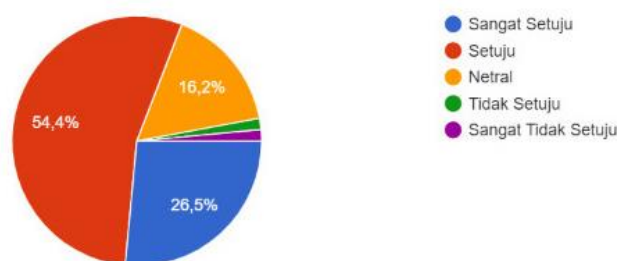


Figure 4. 3 The percentage of students' answer for third statement

The third statement of 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.

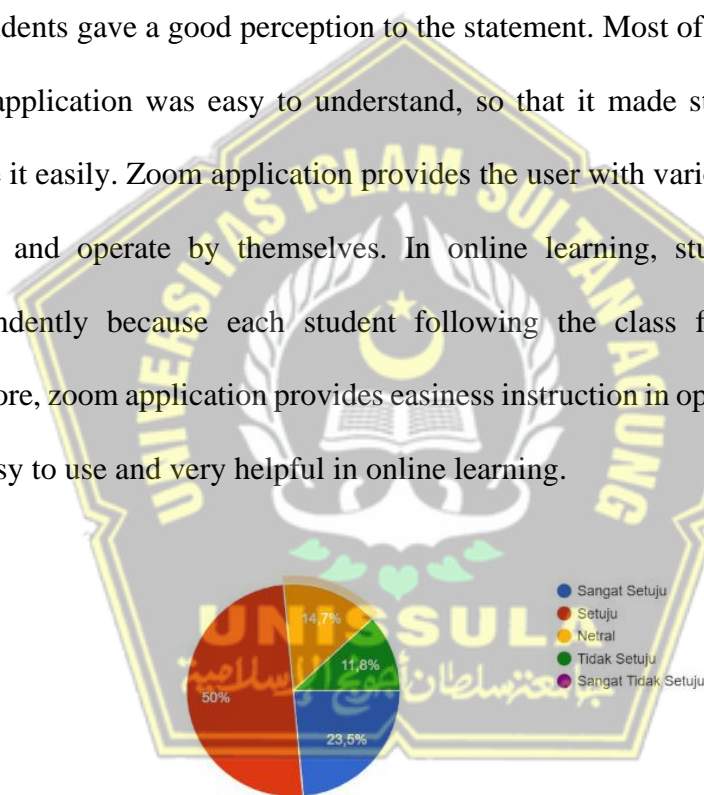


Figure 4. 4 The percentage of students' answer for fourth statement

The fourth statement of 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 students so that learning objectives were achieved.

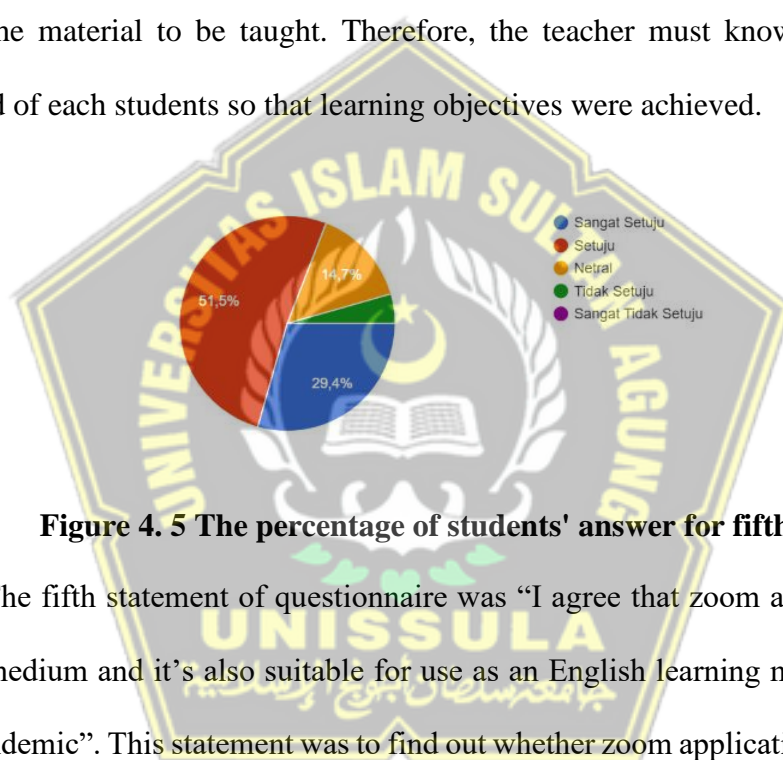


Figure 4. 5 The percentage of students' answer for fifth statement

The fifth statement of 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 students agreed on the statement. They agreed that zoom application was a good and appropriate English learning medium because they got positive impact of using zoom for online learning. The positive impact that students felt such as zoom application is simple

to understand. The English material can be added in various features in zoom application. It made students more interesting and enjoying the 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 easier for students to review the English material that had been discussed. Students could learn more in the English material that had been taught.

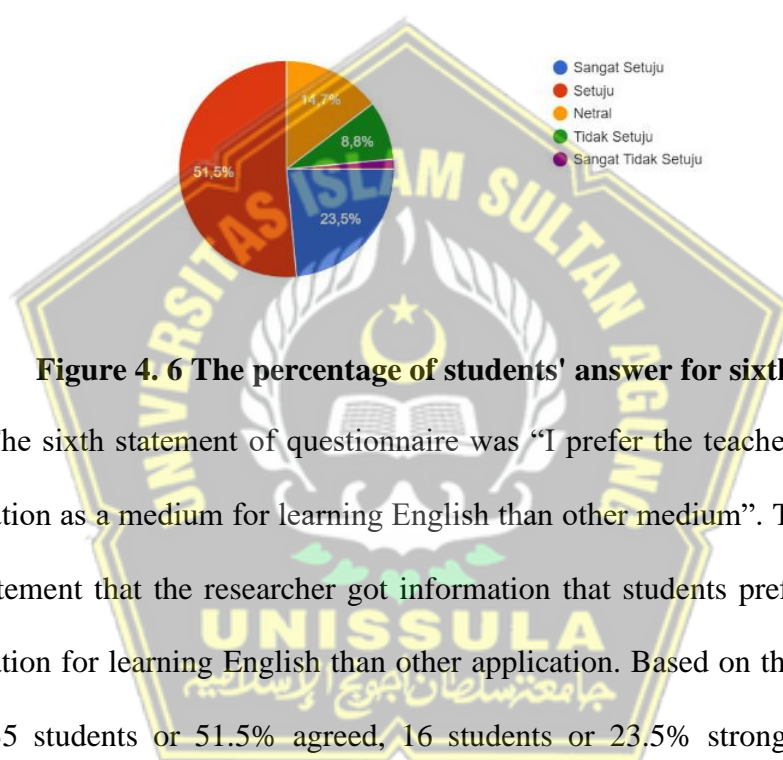


Figure 4. 6 The percentage of students' answer for sixth statement

The sixth statement of questionnaire was “I prefer the teacher to use zoom application as a medium for learning English than other medium”. The purpose of the statement that the researcher got information that students prefer used zoom application for learning English than other application. 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 zoom application was appropriate medium for learning English. Students felt enjoy the English class through zoom application. Based on the statements before, students agreed that zoom application was easy to used. Zoom application was not complicated than other learning medium. In addition, zoom application had interesting features and it could make students more motivated in learning by using the zoom application.

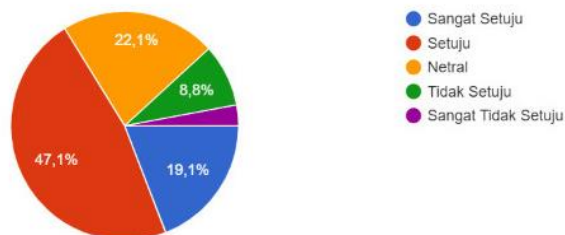


Figure 4. 7 The percentage of students' answer for seventh statement

The seventh statement of 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 that whether zoom application help the students to understand easily the learning material. On the figure 4.7 showed 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 students agreed about the statement. Students had different ways of learning English. Some students felt enjoyable and easily understood through zoom application, but some of them do not. Therefore, the teacher must have an online teaching strategy that is appropriate for each students in the class.

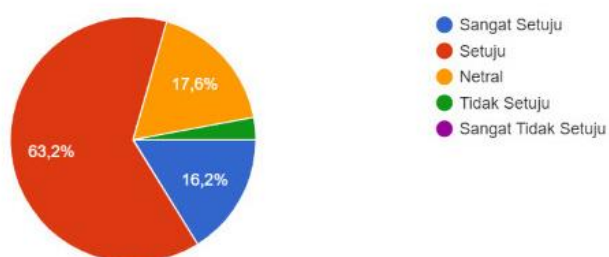


Figure 4. 8 The percentage of students' answer for eighth statement

The eighth statement of 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 perception about zoom application that save energy and time. The figure above showed that 63.2% or 43 students agreed, 17.6% or 12 students neutral, 16.2% or 11 students strongly disagreed, 3% or 2 students disagreed, and there were no students strongly disagreed. The researcher concluded that student agreed about the statement. 43 students agreed that learning English through zoom application could save their energy and time during pandemic. Online learning can be done anywhere and anytime without being limited by time. Therefore, 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 handphone or laptop to pay attention to teaching material without having to go to school. The flexible time also makes it easier for students to study anytime.

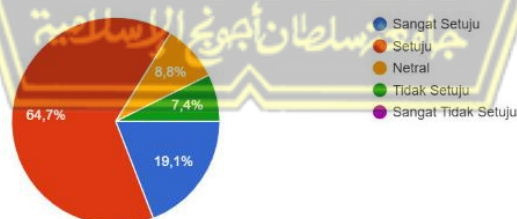


Figure 4. 9 The percentage of students' answer for ninth statement

The ninth statement of questionnaire was “I think learning English with 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 zoom application. Most of students could learn English anytime and anywhere through zoom application. In fact, students could not join online learning through 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 felt enjoy learning English by using zoom application.

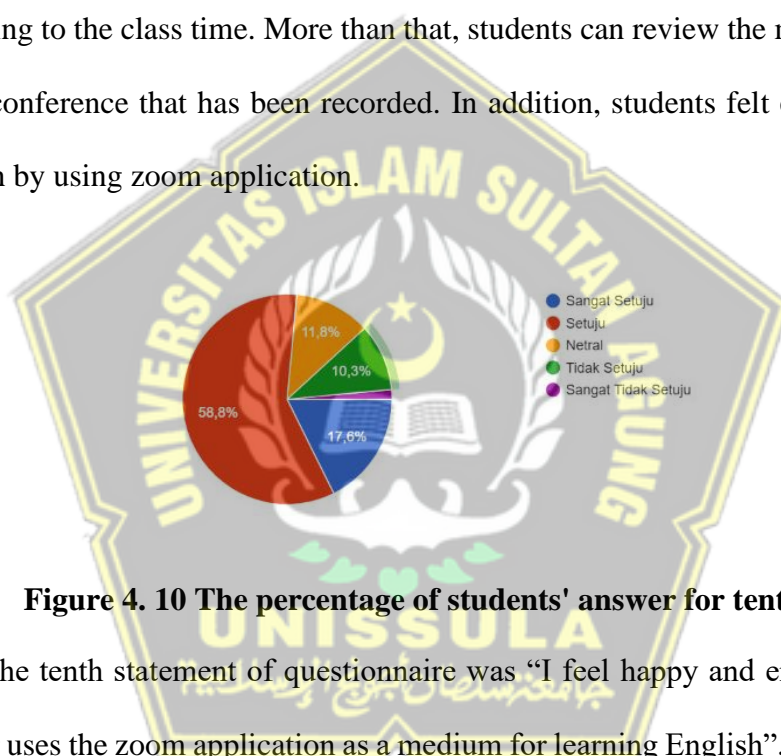


Figure 4. 10 The percentage of students' answer for tenth statement

The tenth statement of 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.

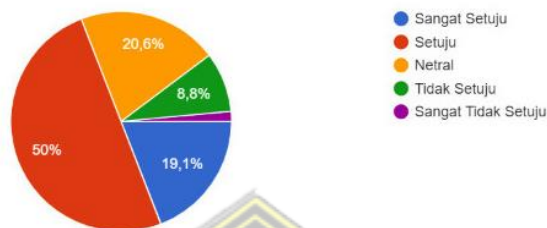


Figure 4. 11 The percentage of students' answer for eleventh statement

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.

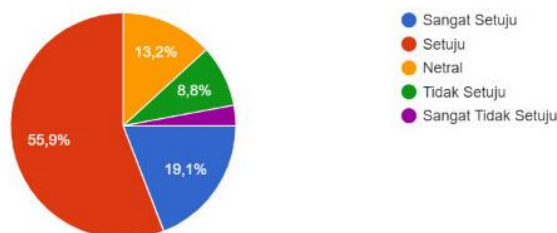


Figure 4. 12 The percentage of students' answer for twelfth statement

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.

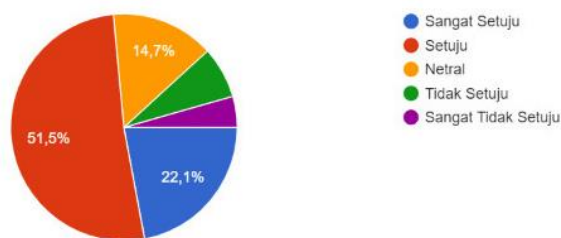


Figure 4. 13 The percentage of students' answer for thirteenth statement

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 that shared by the teacher, 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 used were also easy to understand.

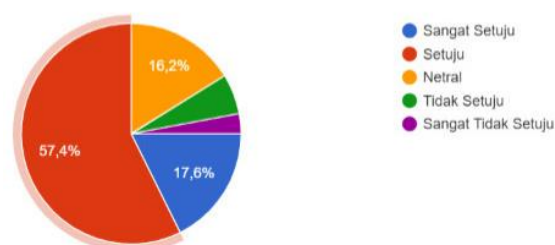


Figure 4. 14 The percentage of students' answer for fourteenth statement

The fourteenth statement of 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.

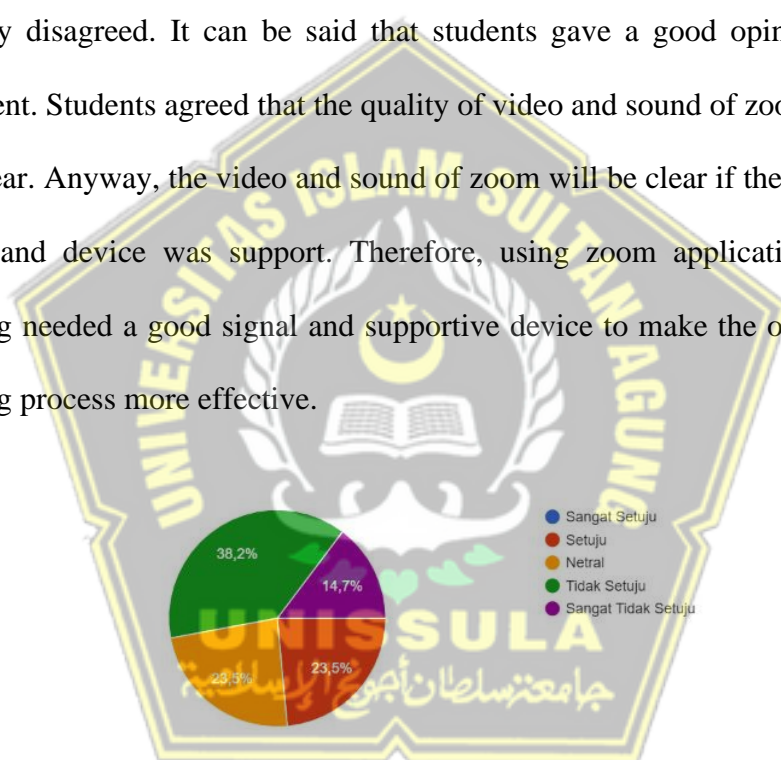


Figure 4. 15 The percentage of students' answer for fifteenth statement

The fifteenth statement of questionnaire was “I feel bored and not interested in the zoom application in learning English”. This statement was to find out the students felt in using 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 zoom application was bored and not interested

English learning medium. Based on some previous statements, students stated that the zoom application was very interested and not bored. 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.

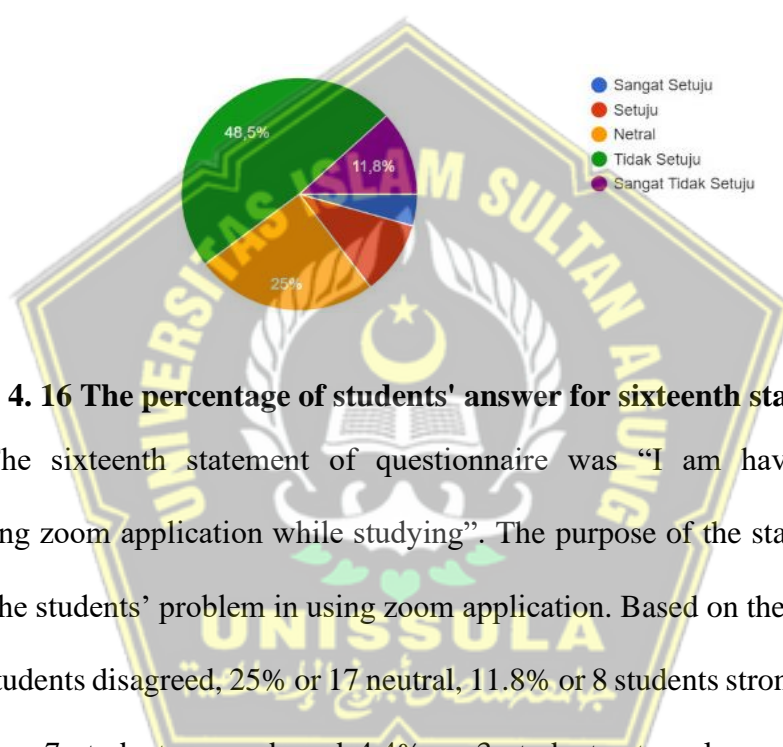


Figure 4. 16 The percentage of students' answer for sixteenth statement

The sixteenth statement of questionnaire was “I am having problems operating zoom application while studying”. The purpose of the statement was to know the students’ problem in using 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 zoom application while studying.

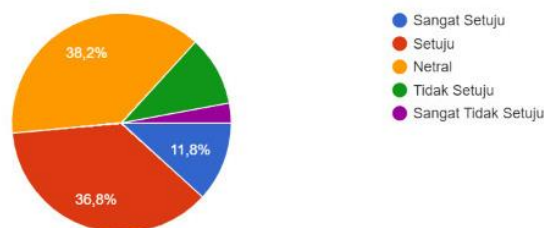


Figure 4. 17 The percentage of students' answer for seventeenth statement

The seventeenth statement of questionnaire was “I feel my English skill have improved after studying through the zoom application”. The aimed of the statement that the researcher got information whether students’ English skill was improved after studying through. From the figure above showed that 38.2% or 26 students 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 was neutral about the statement. After studying English through zoom application, some of students felt that their English skill were improved but some of them did not. It depends on the students understanding material. Therefore, teachers need to evaluate their teaching strategy.

In conclusion, according to the results of the students' responses to the questionnaire, most students chose the Disagree option when the researcher made negative statements about 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.

4.2.3 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:

1. Teacher's opinion to the use of zoom application in English language learning

- First Question

Q: Menurut anda sebagai guru, apakah penggunaan media zoom aplikasi itu cocok dan baik digunakan sebagai media pembelajaran Bahasa Inggris secara online? Mengapa?

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

T: Menurut saya, Media zoom cocok digunakan sebagai media pembelajaran secara online, contohnya saja dengan secara tidak langsung dapat melatih speaking skill mereka. Melalui media zoom mereka tidak malu jika disuruh untuk presentasi karena tidak bertemu secara langsung dengan teman-temannya. Sehingga dapat dikatakan bahwa media zoom dapat melatih kepercayaan diri siswa terutama skill speaking dalam belajar bahasa inggris.

(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.

- Second Question

Q: Menurut anda sebagai guru, apakah fitur yang tersedia di aplikasi zoom membantu dalam meningkatkan efektivitas belajar Bahasa Inggris? Tolong beri alasan.

(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: Menurut saya, Iya karena membantu penggunaan bahasa yg ada di dalam aplikasi zoom sendiri menggunakan Bahasa inggris. Secara tidak langsung jika siswa ingin menggunakan fitur tersebut mereka harus memahami arti dari fitur tersebut. Selain itu, fitur-fitur dalam aplikasi zoom juga menarik, contohnya saja kita dapat sharescreen, melakukan interaksi langsung dengan berbagai cara seperti video conference atau live chat. Tentu, fitur-fitur tersebut dapat memotivasi siswa untuk tertarik dan memperhatikan selama

pembelajaran berlangsung, sehingga hal ini menjadi salah satu cara bagi siswa untuk membantu mereka dalam meningkatkan efektivitas belajar Bahasa Inggris.

(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.

2. Students' opinion to the use of zoom application in English language learning

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

Q: Apakah materi yang diberikan oleh guru melalui aplikasi zoom mudah bagi siswa untuk mengakses? Tolong beri alasan!

(Is the material provided by the teacher through the zoom app easy for students to access? Please give reasons!).

S1: *Menurut saya sangat tidak mudah, karena kita tidak dapat di bimbing langsung oleh guru mata pelajaran dan kami sangat memiliki waktu yang terbatas dalam belajar menggunakan aplikasi zoom.*

(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: *Netral miss, karena jaringan tidak selalu stabil jadi kalau jaringannya bagus berarti mudah tapi kalau jaringannya lagi jelek seperti lagi hujan itu jaringan akan sangat jelek jadi saya kadang terlambat untuk bergabung ke ruang meeting.*

(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: *Tidak mudah karena handphone yang saya miliki tidak terlalu bagus dan juga sinyal di daerah tempat tinggal saya kurang mendukung, terkadang bisa sangat bagus sehingga proses belajar sangat lancar, namun terkadang saya sampai kesulitan untuk bergabung ke ruang meeting.*

(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: *Menurut pengalaman saya menggunakan aplikasi zoom dalam proses belajar Bahasa Inggris selama pandemi kemarin adalah, materi mudah di akses karena saya memiliki fasilitas yang cukup menunjang proses belajar saya.*

(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: *Sebenarnya mudah saja, selama ini saya tidak memiliki kendala namun saya lebih suka dan akan lebih paham dengan materi yang di berikan oleh guru jika proses belajar mengajar di lakukan secara normal di sekolah seperti sebelum pandemi.*

(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: *Mudah-mudah saja untuk saya miss, karena di rumah saya ada wifi maka dari itu saya tidak pernah punya masalah untuk bergabung ke ruang meeting.*

(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: Iya miss, mudah karena saya mempunyai wifi di rumah. Tapi saya bosan kalau harus belajar lewat aplikasi zoom, saya lebih suka belajar tatap muka di sekolah bertemu dengan guru langsung.

(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: Mudah miss, saya senang belajar menggunakan aplikasi zoom karena tidak harus pergi ke sekolah untuk belajar, saya lebih senang belajar dari rumah saja.

(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: Mudah kok kak, saya tidak punya kendala selama pakai aplikasi zoom, saya senang belajar dengan Miss Fika karena Miss Fika cara ngajarnya enak, santai dan tidak pernah marah. Misal saat pembelajaran di zoom tidak di mengerti, Miss membolehkan untuk bertanya di grub kelas.

(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 grub).

S10: Menurut saya mudah kak, karena saya punya jaringan yang mendukung, materi yang di ajarkan sama Miss juga gampang di akses, setelah kelas juga Miss membagikannya di grub bersama missal sewaktu kelas ada yang tidak di pahami.

(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.

4.3 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 at SMAN 1 Fakfak in the academic year 2022/2023. 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:

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

The researcher explained about teacher's and students' perception related to the result of their opinion in the questionnaire and interview on the effectiveness of zoom application 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 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 more easy 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

4.3.2 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.

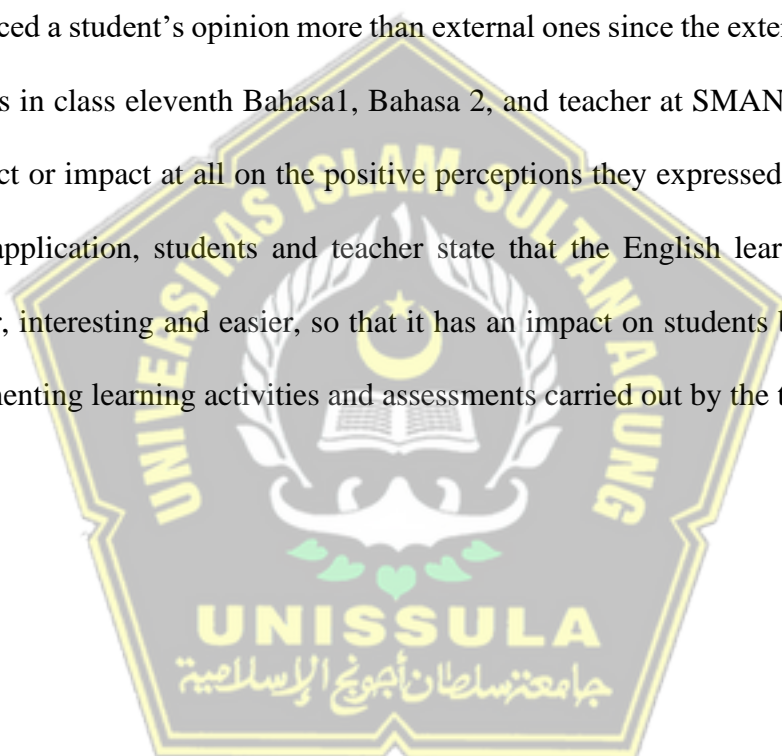
According to Slameto (2010) Several things affect how a student wants to learn. The first factor that affects a students' motivation to learn is his ambition to achieve what he wants, the second is his ability, which can be influenced by his mindset, memory, and psychological factors, and the third is 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 Bahasa1, 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 teacher state that the English learning becomes simpler, interesting and easier, so that it has an impact on students being better at implementing learning activities and assessments carried out by the teacher.



CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents about the following chapter subtopics: conclusion and suggestion based on the research finding.

5.1 Conclusion

This study's conclusion is expected to be capable of answering the research question asked in the first chapter. This is based on the findings of a discussion among SMAN 1 Fakfak EFL students' and teacher, particularly eleventh graders and English teacher's, about the effectiveness of the zoom application in English language learning in the 2022-2023 school year. In the chapter one, the research question says "What are the EFL students' and teacher's perceptions on the effectiveness of zoom application in English language learning at SMAN 1 Fakfak in the academic year 2022/2023?". 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 the teacher's 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.

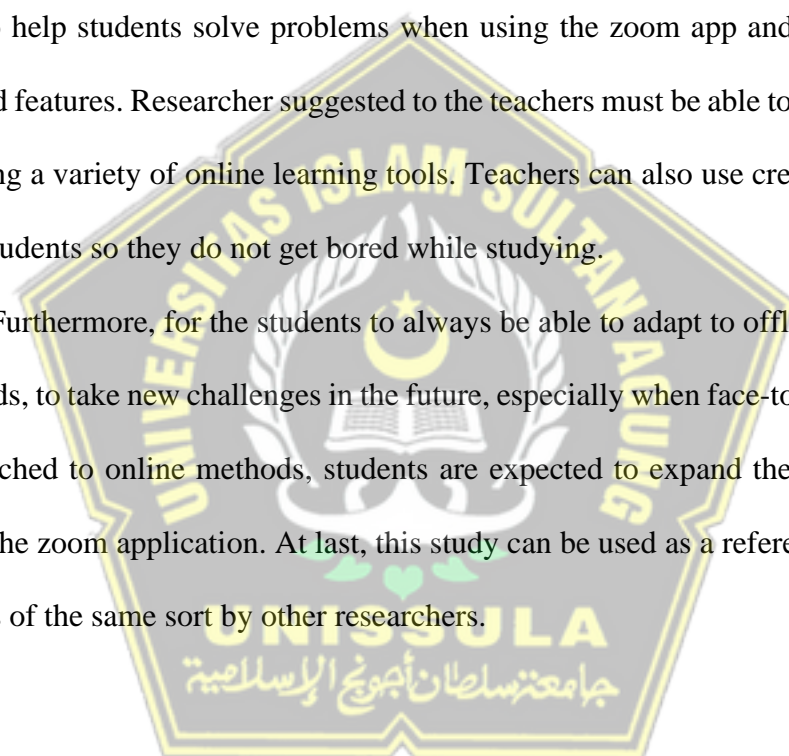
According to the findings of the interviews, 7 out of 10 students interviewed by the researcher agreed that the zoom application was simple to use and students had no difficulty following the online English learning process using the zoom application. However, there are were two students who had difficulty 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.

5.2 Suggestion

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.



REFERENCES

- Abdulkareem, T. A., & Eidan, S. M. (2020). Online learning for higher education continuity (during COVID-19 pandemic). *International Journal of Inspiration, Resilience & Youth Economy*, 4(2), 125–131. <https://doi.org/10.18576/ijye/040206>
- Abriati, F. S., Atmanegara, Y., & Manurung, J. E. (2022). Students' perception in using zoom application during online learning in FKIP at Tridinanti University Palembang. *DIDASCEIN: Journal of English Education Maret 2022*, 3(1), 22–33. <http://dx.doi.org/10.36767%2Fd.v3i1.921>
- Alghamdi, A. A. (2022). Saudi teachers' attitudes towards using online learning for young children during the Covid-19 pandemic. *International Journal of Learning, Teaching and Educational Research*. <https://doi.org/10.26803/ijlter.21.6.11>
- Arikunto, S. (2012). *Prosedur penelitian suatu pendekatan praktek*. PT. Rineka Cipta 2012.
- Amir, M. F., Fediyanto, N., Rudyanto, H. E., Nur Afifah, D. S., & Tortop, H. S. (2020). Elementary students' perceptions of 3Dmetric: A cross-sectional study. *Heliyon*, 6(6). <https://doi.org/10.1016/j.heliyon.2020.e04052>
- Andresta, N. B., & Anwar, C. (2022). Quizizz as an assessment media at EFL teaching: Students' voices. *EduLite: Journal of English Education, Literature and Culture*, 7(2), 386. <https://doi.org/10.30659/e.7.2.386-401>
- Bagata, D. T. (2020). EFL university students' perception on the use of online learning platform. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 15(34), 1–12. <https://doi.org/10.17509/elt%20tech.v1i1.9428>
- Cakrawati, L. (2017). The effect of digital flashcard on students' vocabulary mastery of the fourth grade students at SD Negeri 1 & 2 Paket Agung in the academic year 2016/2017. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(2), 1–12. <http://ejournal.upi.edu/index.php/ELTTech/article/view/9428%0Ahttps://ejournal.undiksha.ac.id/index.php/JPBI/article/view/38289>. <https://doi.org/10.24036/jelt.v10i3.113806>.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Case studies. Research Methods in Education*. Routledge Taylor & Francis group.
- Dharma, C, H. R., Asmarani, D., & Dewi, U. P. (2017). Basic Japanese grammar and conversation e-learning through skype and zoom online application. *Procedia computer science*, 116, 267–273. <https://doi.org/10.1016/j.procs.2017.10.055>

- Firmansyah, R., Putri, D. M., Wicaksono, M. G. S., Putri, S. F., & Widiyanto, A. A. (2021). The university students' perspectives on the advantages and disadvantages of online learning due to COVID-19. *Proceedings of 2nd Annual Management, Business and Economic Conference (AMBEC 2020)*, 183(Ambec 2020), 120–124. <https://doi.org/10.2991/aebmr.k.210717.025>
- Gunawan, G., Kristiawan, M., Risdianto, E., & Monicha, R. E. (2021). Application of the zoom meeting application in online learning during the pandemic. *Application of the Zoom Meeting Application in Online Learning During the Pandemic*, 4(2), 26–32. <https://doi.org/10.31014/aior.1993.04.02.193>.
- Guzacheva. (2020). Zoom technology as an effective tool for distance learning. *Bulletin of Science and Practice*, 6(5), 457–460. <https://doi.org/10.33619/2414-2948/54>.
- Houwer, J., Barnes, H. D., & Moors, A. (2013). What is learning? On the nature and merits of a functional definition of learning. *Psychonomic Bulletin and Review*, 20(4), 631–642. <https://doi.org/10.3758/s13423-013-0386-3>
- Hogg, R., & Denison, D. (2006). A history of the english language. In *A History of the English Language*. Routledge. <https://doi.org/10.1017/CBO9780511791154>
- Ismadella, R. (2021). Students' perceptions on zoom digital media in learning speaking at SMP IT Fathona Palembang. *Ta'dib: Jurnal Pendidikan Islam*, 26(1), 69–77. <https://doi.org/10.19109/td.v26i1.11191>
- Jehad, A., Raja, M., Elham, H., Haifa, B. I., & Hussam, N. F. (2020). Students' perceptions of E-learning platforms (moodle, microsoft teams and zoom platfomrs) in The university of Jordan education and its relation to self-study and academic achievement during COVID-19 pandemic. *Advanced Research & Studies Journal*, 11(5), 21–33. Journal ISSN: 2692-2800.
- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87. <https://doi.org/10.4103/0976-0105.141942>.
- Lekhanya, L., & Dlamini, H. (2017). Customer's perception towards product quality of automotive SMEs operating in Metropolitan areas, and consideration of environmental impact. *Environmental Economics*, 8(1), 36-45. <https://doi.org/10.17509/elt%20tech.v1i1.9428>.
- Mu'awanah, N., Sumardi, S. (2021). Exploring EFL students' perception of using

- zoom during learning home period. *Proceeding aiselt (Annual International Seminar on English Language Teaching)*. 36962, 81–93.
- Nandal, N., Nandal, N., & Jora, N. (2021). Perception of online learning among college students: a systematic. *International Journal of Modern Agriculture*, 10(1), 1142–1149. ISSN: 2305 - 7246.
- Oktaviani, L., Indonesia, U. T., Sari, F. M., & Indonesia, U. T. (2021). EFL learners' perceptions on zoom application in the online classes. *Jambura Journal of English Teaching and Literature*, 2 (1)(November), 41–51. <https://doi.org/10.37905/jetl.v2i1.7318>.
- Palupi, I. R., & Raharjo, W. (2020). Zoom As A Tool For Online Learning. *LPPM UPN "Veteran" Yogyakarta Conference Series Proceeding on Political and Social Science (PSS)*. 1(1), 161–165. <https://doi.org/10.31098/pss.v1i1.192>.
- Purwanto. (2018). *Teknik penyusunan uji validitas dan realibilitas ekonomi syariah*. (Vol. 1999, Issue December). StaiaPress.
- Rahmadi. (2011). *Pengantar metodologi penelitian*. Antasari Press Banjarmasin.
- Rahmani, E. F. (2021). Enhancing ELT classroom using Moodle e-learning during the pandemic: students' and teachers' voices. *IJEE (Indonesian Journal of English Education)*, 8, 47–63. <https://doi.org/10.15408/ijee.v8i1.20220>.
- Riswandi, D. (2016). Use of YouTube-Based videos to improve students' speaking skill. *Proceeding The 2nd International Conference On Teacher Training and Education. ICTTE FKIP UNS*. 2(1), 298–306. <https://jurnal.uns.ac.id/ictte/article/view/8150>.
- Slameto. (2010). *Belajar dan faktor-faktor yang mempengaruhinya*. Rineka Cipta. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=1046779>
- Serhan, D. (2020). Transitioning from face-to-face to remote learning: students' attitudes and perceptions of using oom during COVID-19 pandemic. *International Journal of Technology in Education and Science*, 4(4), 335–342. <https://doi.org/10.46328/ijtes.v4i4.148>.
- Simon, M.K., & White, J. (2013). Validity and reliability in qualitative study. *Survey/Interview Validation Rubric for Expert Panel-VREP*. <https://dissertationrecipes.com/wp-content/uploads/2011/04/Expert-Validation-v3.pdf>.
- Sileyew, K.,J. (2020). Research design and methodology. *Cyberspace*, August. <https://doi.org/10.5772/intechopen.85731>.

- Sreejesh, S., Mohapatra, S., & Anusree, M. R. (2014). Business research methods: An applied orientation. *Business Research Methods: An Applied Orientation*. <https://doi.org/10.1007/978-3-319-00539-3>.
- Sugiyono. (2011). *Metode penelitian kuantitatif kualitatif dan R&D*. Alfabeta.
- Tsarapkina, J. M., Anisimova, A. V., Grigoriev, S. G., Alekhina, A. A., & Mironov, A. G. (2020). Application of zoom and mirapolis virtual room in the context of distance learning for students. *Journal of Physics: Conference Series*, 1691(1). <https://doi.org/10.1088/1742-6596/1691/1/012094>.
- Tusino, T. (2022). Students' perceptions toward online learning in EFL speaking. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 5(1), 69. <https://doi.org/10.20527/jetall.v5i1.12435>.
- Yulia, H. (2020). Online learning to prevent the spread of pandemic corona virus in Indonesia. *ETERNAL (English Teaching Journal)*, 11(1), 48–56. <https://doi.org/10.26877/eternal.v11i1.6068>.
- Yuliansyah, A., & Ayu, M. (2021). The implementation of project-based assignment in online learning during Covid-19. *Journal of English Language Teaching and Learning (JELTL)*, 2(1), 32–38. <https://doi.org/10.33365/jeltl.v2i1.851>.

