Student Perception about Using Zoom App for Online English Classes during the Quarantine Period

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ABSTRACT

In order to better understand how and why students used Zoom App to study English during the covid-19 - quarantine period, this study conducted interviews and analysed survey data. The study's overarching goal is to learn more about students' attitudes and motivation for using the Zoom-App. A qualitative approach is used to examine how students' backgrounds and experiences shaped their perspectives. Data collection strategies in this study include questionnaires and interviews. Based on the data collected, the researcher concluded that both students and teachers saw Zoom-App as an effective medium for acquiring English language skills. Favorable opinions centre on the system's intuitive design, high quality interactions, easy to follow instructions, time-saving hints, and high level of user satisfaction and easy user interface, innovative methods of learning. Among the many factors that contribute to students' high levels of intrinsic motivation is the novelty of the app, the rise in students' levels of self-awareness, awareness of the need for social networking, and access to resources to boost their extrinsic motivation.

Keywords: Perception, Motivation, Zoom App, Learning

INTRODUCTION

This new virus, which causes symptoms similar to pneumonia, emerged in Wuhan City, Hubei Province, China, in December of 2019. This virus spread not just in China but also to other nations like India. The government had enforced a number of laws in an attempt to decrease the severity of the disease. The government had mandated the use of online education as part of its regulatory scheme. As a result, the Ministry of Education mandated that schools implement online education programmes. (Asmara, Year 2021)

E-learning has been widely acknowledged as an efficient means of enhancing educational quality even before the quarantine. E-learning was considered to have the potential to be an efficient method through which students could acquire extensive supplementary information. Online education is also seen as more cost-effective than traditional classroom instruction. However, teachers now had to implement the best methods of instruction for their students if they were to graduate with the knowledge and abilities that will be necessary in the years to come. (Arora, 2019)

There should be some kind of evaluation of how students feel about e-learning. Students in India needed time to adjust to the new learning environment before they could fully benefit from online education. As a result, the study's primary purpose was to investigate how and why students used Zoom-App more than any other app.

When assessing a teacher's performance, obtaining feedback from their students is crucial. Once a teacher has a sense of how their students feel about a topic, they may adjust the lessons accordingly.

Then, based on student feedback, teachers may refine their Zoom-App strategies. As a result, it's crucial for educators to care about what their students think (Chen & Hoshower, 2010). When evaluating the effectiveness of a teaching method, it is crucial to take into consideration the students' perspectives (Aelterman & Creemers, 2007)

People's preferences for a task, their thoughts and feelings about the activity, and how long they stick with it are all influenced by their level of motivation. So, inspiration is a key factor in shaping the educational experience (Filgona & Okoronka, 2020)

The main goal of this study is to get insights into the perspectives of students on the use of online tools and apps. It is still possible that by the time we reach the end of the 4.0 period, e-learning will have been adopted in the educational sector. Therefore, it is crucial that this study be conducted.

Finding out students' opinions and motives in using the Zoom-App in online learning compared to those of the instructors is one of the hoped-for outcomes of this research, which will benefit the online learning process overall. It is hoped that after educators gained an understanding of their students' perspectives and motivations, they would be better equipped to use e-learning strategies and methods.

LITERATURE REVIEW
Learning English
Learning may be defined as a permanent change in behaviour or the development of the ability to not act in their old-fashioned way as a consequence of exposure to new information and practice. A student's level of engagement in the classroom determines the depth of his or her education (Yee, 2011). It's safe to say that student participation is essential for a high-quality educational experience.

Many Indian educational institutes offer courses in English. Because of its widespread usage in worldwide communication, persons who are fluent in English have several advantages in their personal and professional lives (Namaziandost, Neisi, & Nasri, 2019). Given the above, it is reasonable to infer that attaining fluency in English is the result of a deliberate and purposeful effort.

Perception
One's perception is the mental activity through which one becomes aware of and interprets sensory data. According to the Longman Dictionary of Contemporary English, typical use of the word "perception" refers to either (a) how one thinks about something, (b) how one looks at something with the sense of sight, or (c) how one swiftly grasps an idea (Qioung, 2017)

What follows is a description of the two types of perception that exist: ((Rismayanti, 2019)

Positive Perception

When someone has a good outlook on life, they are more likely to attract favourable circumstances and make the most of the opportunities presented to them. Those with a positive outlook also tend to be more upbeat and make the most of the opportunities presented to them.

Negative Perception
A negative outlook is one that is hostile toward the things or the world one observes. People who have a pessimistic outlook on life are more likely to see the world through a pessimistic lens.

Motivation
Motivation is what keeps people acting in ways that further their desired outcomes (Schunk, 2012). Learners' success depends on their use of certain mental processes (monitoring and planning) and actions (effort and perseverance).

Both inner and external factors may serve as sources of inspiration and drive. To be "intrinsically motivated" is to engage in an activity for the sake of its own inherent rewards, whereas "extrinsically motivated" individuals do so in order to get some other consequence. (Schunk, 2012)

Intrinsic Motivation

Students' levels of autonomy are mirrored in their levels of motivation to study.

The following points justify intrinsic motivation

Students are inspired to study and absorb new information and find it delightful as their knowledge levels expand.

They feel uplifted and their happy hormones are stimulated.

They feel charged up to carry out difficult responsibilities.

Intrinsic motivation affects them physiologically and psychologically. They become more ambitious, curious, competent and are well aware of their skills sets.

Extrinsic Motivation in contrast:

Leads the student to avoid negativity. He is keen on scoring high in the tests. They tend to complete their projects in time so as not to disappoint the ones who motivate them.

They tend to conform to rules in order to avoid going against the will of their motivators.

They have a reason to learn which is securing a better job down the road, which for them is important.

The extrinsic motivation is influenced by certain conditions i.e the social condition, the family condition and other supporting facilities & entities.

A person's motivation may benefit greatly from the presence of intrinsic factors. We humans believe that incompatibility, imbalance, and ambiguity are at the root of all motivation. Thus, the researcher attempts to find reasonable explanations. Additionally, engaging in conduct that presents a challenge will serve to pique interest and drive. (Brown, 2007)

The distinction between intrinsic and extrinsic motivation has been laid forth above. Intrinsic motivation is the kind of motivation that thrives even in the absence of external reinforcement. In contrast, extrinsic motivation occurs when an individual is prompted to act by an external source in the hope of gaining some kind of benefit.

E-Learning

The term "e-learning" refers to the practice of acquiring knowledge via the use of electronic media, most notably the World Wide Web. The e-learning system paradigm outlined here makes it simple for both students and instructors to engage in online learning regardless of their location or schedule. (Tias Vebiana Suryano, 2020)

Zoom App

Zoom App is a web-based tool for live, in-person conferences that facilitates communication between teachers and their students. One of the numerous advantages of using Zoom is the convenience of sharing PDFs, videos, even screen sharing across users. Zoom App is the best choice for those who wish to join conferences with just a link or room number. (Study Results, 2021)

There are a variety of resources available now to supplement online education. Zoom App is one such service. Online media in this decade serves as a medium for machine-to-machine communication. Kheryadi, "The Implementation of WhatsApp as an Media of English Language Teaching.," Loquen, Vol. 10, No. 2 (2017), 1. Therefore, throughout the pandemic era, online media like as Zoom-App are used to promote E-learning.

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METHOD

In this study, we use a qualitative approach. To learn, analyse, describe, and theorise about a phenomenon or environment, qualitative researchers use process-oriented methodologies. It's a structured, individual way of describing and making sense of one's life events. Forty-five students participated in this study. Students filled out Zoom forms for surveys and interviews to collect data for their study. Some of the students who were given this extra material were also given the opportunity to participate in in-depth interviews.

Table 3.1 of the Indicators of Perception adapted by Laxmi Mustika (2017)

Variable	Indicator	Number of the Statement	Total
Students' Perception for Online Zoom-App app on Learning English during Covid-19	Quality of learning Involved to interact environment	3,5	2
	Effective the teaching	1, 6	3
	Saving the time, energy and cost	2,8	1
	To eliminate the inconvenience to practice English	4, 7	2
	Easy to use as mobile Learning	9, 10	2

Table 3.2 of the Indicators of Motivation by theory of Schunk 2012

Variable	Indicator	Number of The Questionnaire	Total
Students Motivations for Online Zoom-App app on Learning English during Covid-19 (Intrinsic)	Interest	11, 12	2
	Physical condition	14	1
	Ambition	15	1
	Awareness	20	1
Students Motivations for Online Zoom-App app on Learning English during Covid-19 (extrinsic)	Get benefit the knowledge	13,17	2
	Supporting facilities	19	1
	Social condition	16, 18	2

FINDING AND DISCUSSION

After administering the questionnaire and interview as need analysis of Students Perception on using the Zoom App, the researcher's findings as follows:

The result of Students' Perception of Online Zoom-App on Learning English during Covid-19 Questionnaire

The five criteria of this study were "quality of learning," "effectiveness of teaching," "efficient use of time," "eliminating the hassles of practicing English," and "ease of use."

Quality of Learning

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S1	7	14	9	3	7	3.74	High
	20%	40%	25.7%	8.6%	5.7%		
S2	2	22	7	2	2	3.57	High
	5.7%	62.9%	20%	5.7%	5.7%		

Results from S1 suggest that participants think that Zoom App is a useful tool for fostering collaboration and communication between instructors and their students. Moreover, the S2 results suggest that participants believe that Zoom App may be used for interactive learning. As a result, it's safe to say that the teacher-student interactions made possible by Zoom App contribute to a higher level of learning overall.

Effectiveness of teaching

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S2	4	18	10	3	0	3.65	High
	11.4%	51.4%	28.6%	8.6%	0%		
S3	4	18	9	4	0	3.62	High
	11.4%	51.4%	25.7%	11.4%	0%		

Conclusions may be drawn from S2 data that indicate participants' general satisfaction with Zoom App's potential to improve their English comprehension. Meanwhile, the S3 results suggest that participants think that Zoom Hangouts is an effective tool for improving their English, particularly in the context of group discussions and question-and-answer sessions. Therefore, it is reasonable to infer that the use of Zoom is helpful in the classroom, helping both students and teachers.

Efficient use of time

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S3	2	15	14	4	0	3.42	High
	5.7%	42.9%	40%	11.4%	0%		
S4	4	15	10	5	1	3.45	High
	11.4%	42.9%	28.6%	14.3%	2.9%		

Based on the result of the S5, it can be summarized that the level of interpretation included is high, it means the participant agree that the Zoom App can save time, energy and cost. In the meanwhile, we can conclude from the S6 data that the participants believed that using Zoom App at the right moment improved their learning. Therefore, it is reasonable to infer that using Zoom App is productive in terms of it saving time, effort, and money.

To eliminate the inconvenience to practice English

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S7	0	11	18	6	0	3.14	Medium
	0%	31.4%	51.4%	17.1%	0%		

S8	6	16	10	5	1	3.42	High
	8.6%	45.7%	28.6%	14.3%	2.9%		

The S7 data allow us to conclude that the participants are impartial towards the usage of Zoom App to reduce inconveniences while practicing English. On the other hand, the S8 results suggest that participants believe that Zoom App may be used to assist students improve their English. As a result, we can deduce that using Zoom App makes it easier to study English without any of the usual hassles.

Easy to use

Statement	SA	A	N	D	SD	Mean	Level of Interpretation
S9	7	19	7	1	1	3.85	High
	20%	54.3%	20%	2.9%	2.9%		
S10	2	11	15	6	1	3.22	Medium
	5.7%	31.4%	42.9%	17.1%	2.9%		

S9 data allow us to draw the conclusion that participants find it very simple to utilise Zoom App as a mobile learning application, which indicates that the interpretation level is high. Meanwhile, the S10 results suggest that participants were skeptical too towards the continuation of Zoom App as an application for learning, implying that they have no strong feelings one way or the other about the interpretation level.

Interview

The interview data shows that the replies of dominating students are viewed favourably. Zoom App has been deemed to be of high quality by the students since it encourages participation and discussion throughout the learning process. As a result of the teachers and students ability to immediately reply to one another, the conversation went quite well. Unlike Zoom classroom, where conversations between instructors and students move at a snail's pace, Zoom App allowed for instantaneous two-way communication.

Second, the students felt that the Zoom App was useful for instruction because the instructor could provide more in-depth explanations of the English course content than would be possible in a face-to-face setting.

And third, people thought it a good use of their time and money to have conferences via Zoom App. Since they were studying from home, students considered the environmental and time benefits. They didn't require a lot of time to participate in the learning process; in fact, each class lasted just about an hour to two. However, several respondents felt that Zoom App used too much of their data in comparison to other apps. To sum up, Goggle App is a money- and time-saving tool.

The participants believed that by using Zoom App, they were able to erase any barriers to learning English. Students were reluctant to use English in a face-to-face class since doing so made them feel awkward or ashamed. But now they were at ease interacting through the app.

As for the fifth, most people who have used Zoom App for mobile learning agreed that it was simple to set up a meeting on the app. The Zoom-App app was convenient for use as a mobile learning tool because of its compatibility with almost any smartphone. In addition, the flexibility of Zoom-App meant that students could study whenever and wherever they happened to be. Therefore, the Zoom-App app might be a convenient tool for mobile education.

CONCLUSION

The findings prove that by and large the Zoom app encourages e-learning. It has opened avenues that have made the teaching-learning process more effective and consistent. From the research carried out it was found that in the cognitive aspect, the dissemination of knowledge continued as usual, the same as the face-to face learning process in class and even had advantages because the learning process was more relaxed.

This educational resource Zoom has helped students unearth a plethora of learning tools, methods and activities to teach and learn English. The students could explore the learning opportunities available and also cash in on the innovations in computers to develop their English language skills.

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