

# THE STUDENTS' PERCEPTIONS OF USING A ZOOM CLOUD MEETING APPLICATION IN ONLINE READING CLASSES

Yusuf Amri

*(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)*

**Abstract:** This research presents the students' perceptions of using a zoom cloud meeting application in online reading classes. The research used a descriptive qualitative approach with a descriptive study as the research design. The subjects were 33 third-semester students of the English Department of UNISMA Malang. This study used two instruments to obtain the data, the first was a questionnaire consisting of 10 statements, and the second was an interview that used open-ended interviews. The findings of this study showed the students' perceptions of using a zoom cloud meeting application in taking online reading classes were positive in some aspects, such as enjoying to use, the interest, and challenge, the ease of understanding, and the benefits of using a Zoom Cloud meeting application. Unfortunately, the students' perceptions in online reading classes were negatively related to the getting some troubles, such as bad internet connection and financial problems in buying internet quota data.

**Key Words:** Students' Perceptions, Zoom Cloud Meeting, Online Reading Classes

## INTRODUCTION

Reading is a crucial ability in language studying development, and students should learn reading and enhance their reading comprehension skills. However, in the Pandemic era, learning and teaching have to be conducted online (conducted in distance learning) in particular reading classes. From that situation, the online learning system before 2020 was not as massive as it is today. Due to the pandemic situation, Indonesia's Minister of Education and Culture Nadiem Anwar Makarim has stopped traditional teaching and learning activities for educational institutions such as schools and universities are learning online from home via the e-learning media platform (Secretary-General of the Ministry of Education and Culture, 2020). It means that the learning activities are forced to be online or must be conducted by distance learning. Sampson and Zhao (2003) state that distance learning primarily refers to remote student independent learning, controlled by self-study textbooks, disconnected communication, and not by teachers.

To make learning and teaching reading effective, an English teacher should have a good character and have interesting learning media. In this virtual learning condition, the role of the media is very important to make learning activities in the classroom run optimally. The media plays an essential role in the teaching and learning process. In general, the media's role is that of a message distributor (Yuhartanti et al., 2018). Media refers to the use of computers and the Internet to support reading education and learning using web-based learning, e-learning, computer-based learning, online learning, or virtual video conference learning. So, providing learning and teaching in online reading classes must be conducted by various e-learning media

platforms, such as Google Meet Apps, Google Classroom, WhatsApp Group, Zoom Cloud Meeting, and others. Moreover, students need adaptation to online reading classes. In addition, learning media is all physical and technical in the learning process that helps teachers more easily convey the subject to students in achieving formalized learning goals (Adam, 2015). Learning media also play an important role in supporting quality. The media can also make learning more interesting and enjoyable. One of the learning media currently under development is a zoom cloud meeting. Similarly, e-learning can be defined as a form of information technology applied to education in the form of a virtual school (Basori, 2017). E-learning is the basis and logical result of the development of information and communication technology.

The online learning media that is investigated in this research is Zoom Cloud Meeting. Liu and Ilyas (2020) define Zoom Cloud Meeting as the most widely used application for online learning in Indonesia, benefiting from advances in internet technology in learning. Stefanile (2020) explains that Zoom users can use an easy-to-use platform to record sessions, collaborate on projects, and share and annotate each other's screens. Furthermore, from the explanation, it can conclude that the reason researchers use the Zoom Cloud Meeting application as a media is to examine students' perceptions of using Zoom Cloud Meeting during online reading classes.

Reading is essential for human development and necessary skill that everyone must master. Grabe (2009) states that reading in English as a foreign language is a bilingual processing system that combines first and second language reading resources. People look up information and knowledge through reading, which enhances human life skills and expands new knowledge, which is much deeper. According to Alyousef (2005), reading is the process of gaining knowledge from textbooks. It is seen as a collaborative process between the reader and the text for fluent reading. Pang et al., (2003) also explain that reading skills allow readers to acquire new knowledge, keep up-to-date information and technology, love literature, and carry out their daily work as part of modern life.

There are three models in reading which can be categorized into three categories: bottom-up, top-down, and interactive (Harris & Sipay, 1984). The bottom-up model of the reading process considers the read to be a transform, decode, or encode process. These models are influenced by behavioral psychology and therefore structural linguistics and are ideal for beginner readers. In a top-down reading model, the reader's cognitive and linguistic abilities play an important role in building meaning from printed matter. Goodman and Smith (1987) define reading as a process of using available language cues selected from perceptual inputs based on the reader's predictions. Theories about interactive models, such as Rumelhart (1980), assume that top-down and bottom-up processing in reading appears to be simultaneous, at least for experienced and advanced readers. Rumelhart (1980) adds that understanding depends on both graphic information and information in the reader's mind. Therefore, a lack of important skills and knowledge can interfere with understanding. In such cases, a seasoned reader will compensate for the word by relying on the context or both the word and the context.

Clarke and Silberstein (1979) define that there are two types of reading: initial reading and reading comprehension. Initial reading is an attempt to learn to read people who have difficulty reading. Reading comprehension is an activity that aims to understand the message of a particular text (Cahyono., et al 2011). Initial reading and reading comprehension are advantageous reading comprehension types. Initial reading is very useful for children learning to read English. For example, how to read the alphabet. Reading comprehension means a complete understanding of the textual message. In general, there are four ways to read, so there are four purposes to read (Greenwood, 1981). Thus are: skimming (to get the author's general idea),

scanning (to obtain specific facts or pieces of information), intensive or thorough reading (reading text, in this case for a comprehensive understanding of detailed reading), and critical reading (to evaluate information and determine where it fits into the belief system). Thus, types of reading are also known as reading strategies to get the pieces of information needed and to determine the correct course of action for the reading task.

Several researchers have conducted research related to this research. The first researcher was Alfadda & Mahdi (2021). The study was conducted to analyze the correlation between the variables of the Technology Acceptance Model (TAM) on using Zoom application in language learning, and to examine how gender and experience influence the use of technology. The results of the study showed that the students gave a positive correlation between the actual use of Zoom and the students' attitudes and behavioral intention. The second was Ermawatti (2020), the study showed that the applications used in online learning during the Covid 19 pandemic are efficient because they provide an alternative way to perform learning activities from home. In addition, almost all students surveyed have shown that the WhatsApp application is the most efficient, convenient, and economical application to use during a pandemic. The last study was conducted by Agung et al., (2020), the results of this study were three major barriers to conducting online learning, including the availability and sustainability of internet connections, the accessibility of educational media, and the compatibility of tools for accessing media.

Therefore, the researcher believes that many perceptions would emerge, such as the pros and cons of changing the reading learning system, particularly in using online learning media applications. So, the gaps between the current researcher with the previous studies are stated in the following period. The previous studies have not yet touched on any skill or have not specified any skill. Therefore, the researcher conducted the study to determine the students' perceptions of using a zoom cloud meeting application in online reading classes.

## **METHOD**

This study used a qualitative descriptive methodology. The qualitative descriptive method is a type of study to analyze someone's perception or opinion about something. According to Cropley (2021), an essential feature of qualitative research is to find out how individuals give meaning to real-life experiences in their minds and languages. In this study, researchers choose a qualitative description method because it is appropriate to use in this study to analyze the perceptions of students using the Zoom Cloud Meeting application in online reading classes.

The researcher used questionnaires and interviews to collect the data. The researcher used a simple random sample in this study. The subject of my research is the third semester of the Faculty of English Education, University of Islam Malang. This semester there are four classes, 3A, 3B, 3C, and 3D which contain 115 students. Arikunto (2012) explains if the total population of this study is less than 100, it is preferred to include all of them. In addition, if the number of subjects is high, it can be taken 10% - 15%, 20% - 25% or more. The researcher uses 25% of the population because the population is more than 100, so it is used 33 students selected randomly. Then 6 students of them were interviewed to get more information about their perceptions.

In this study, the researcher used a questionnaire and interview to collect the data. The questionnaire contains 10 items of questions and uses a close-ended questionnaire to determine students' reactions to the perception (Mulyani, 2020). The types of the questionnaire in this study used a rating scale, consisting of a 5-point Likert Scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The questionnaire is translated into Indonesian to make it

easier for students to understand. The next instrument is an interview. Esterberg (2002) defines an interview as a meeting of two people exchanging knowledge and ideas through questions and answers, leading to semantic contact and interaction on a particular topic. This interview was used to gain qualitative information about the students' perceptions of using a Zoom Cloud Meeting in online reading classes.

The data in this study was analyzed refers to the data analysis model of Miles Huberman. Miles and Huberman (1994) explain that qualitative data analysis activities were carried out interactively and continuously until the data was saturated. Activities in data analysis are *data reduction, data display, and conclusion drawing/verification*.

## FINDINGS AND DISCUSSIONS

The researcher obtained the findings from online questionnaires and interviews about students' perceptions in their online reading classes during using Zoom Cloud Meeting. To answer the research question of this study related to the students' perceptions of using a Zoom Cloud Meeting application in online reading classes, questionnaires and interview data are needed from 1 to 10 statements. In this study, the researcher distributed an online questionnaire consisting of 10 items to be filled out by students. A total of 33 students answered the questionnaire.

Table of The Students' Perceptions of Using a Zoom Cloud Meeting in Online Reading Classes

NO	Statements	Scale	Frequency	%
1	I like and enjoy learning in reading classes through Zoom Cloud Meeting	SA (5)	3	9.1%
		A (4)	9	27.3%
		N (3)	12	36.4%
		D (2)	4	12.1%
		SD (1)	5	15.2%
2	In reading classes, I like to study through Zoom because it is interesting and challenging, which motivates me to study	SA (5)	3	9.1%
		A (4)	8	24.2%
		N (3)	14	42.4%
		D (2)	7	21.2%
		SD (1)	1	3%
3	I can easily understand the material presented through Zoom Cloud Meeting	SA (5)	2	6.1%
		A (4)	10	30.3%
		N (3)	12	36.4%
		D (2)	7	21.2%
		SD (1)	2	6.1%
4	In reading classes, I get many benefits from using Zoom Cloud Meeting such as gaining new experiences, being able to adapt to technological developments, and becoming a critical thinker	SA (5)	4	12.1%
		A (4)	13	39.4%
		N (3)	12	36.4%
		D (2)	4	12.1%
		SD (1)	0	0%
5	Zoom Cloud Meeting is an effective online media for efficient use of time in learning reading material	SA (5)	3	9.1%
		A (4)	17	51.5%
		N (3)	11	33.3%
		D (2)	2	6.1%
		SD (1)	0	0%
6	The Internet connection at my house is fast enough to support reading learning through Zoom Cloud Meeting	SA (5)	2	6.1%
		A (4)	7	21.2%
		N (3)	12	36.4%
		D (2)	11	33.3%
		SD (1)	1	1%

7	I have high discipline and basic skills in operating Zoom Cloud Meetings to support learning in reading classes	SA (5)	3	9.1%
		A (4)	11	33.3%
		N (3)	14	42.4%
		D (2)	3	9.1%
		SD (1)	2	6.1%
8	I'm having some difficulties, especially in using some features such as participating in Zoom Cloud Meeting	SA (5)	1	3%
		A (4)	8	24.2%
		N (3)	7	21.2%
		D (2)	12	36.4%
		SD (1)	5	15.2%
9	I experienced financial problems in buying Internet data when the material presented was using Zoom Cloud Meeting which required me to download large data	SA (5)	7	21.2%
		A (4)	7	21.2%
		N (3)	8	24.2%
		D (2)	7	21.2%
		SD (1)	4	12.1%
10	I prefer face-to-face reading or conventional learning rather than online reading through Zoom Cloud Meetings	SA (5)	13	39.4%
		A (4)	12	36.4%
		N (3)	6	18.2%
		D (2)	1	3%
		SD (1))	1	3%

The researcher distributed the findings from the interview to strengthen the data by obtaining additional information, 6 students took part in the interview session. The interview consisted of 10 questions that were adapted from the questionnaire. The researcher gave open-ended questions to the interview to gain as much information as possible.

The result of this study indicated that the students have positive and negative perceptions of the use of a Zoom Cloud Meeting in online reading classes. As Blake and Secular (2006) stated that perception comes into contact with the world in which we live, it shapes our knowledge of that world. The researcher found that most students perceive positively several aspects such as enjoying using Zoom Cloud Meeting, the interest and the challenge of learning reading through Zoom Cloud Meeting, the discipline and basic skills of using Zoom, and how easy it understands the material that is presented as an online system through Zoom Cloud Meeting. Some students also stated that in online reading classes, the students enjoyed the online reading learning system, because they felt that learning is not monotonous, so then the students learned more about applications and technology. Students also perceive that they are interested in the challenges they face, namely technological developments in the annual era, such as reading in an online learning system that uses Zoom Cloud Meeting. In addition, students feel that online reading class activities using Zoom Cloud Meeting are very useful. Because students can get to know educational technology that is more advanced and does not require students to go to campus to get knowledge.

However, besides the positive perceptions toward the online reading classes using Zoom Cloud Meeting, some students declared that using Zoom Cloud Meeting in online reading presents negative perceptions. Most of the students experienced problems with the quality of the Internet they used to operate Zoom Cloud Meeting. The instability of their Internet connection causes online reading class activities to be disrupted. Some negative perceptions also come from financial problems in buying Internet quota data. They thought that in a pandemic situation, their parents' incomes tended to fall so that it became obstacles for them to buy Internet quota data.

This hurt the less-than-optimal online reading process using Zoom Cloud Meeting. In addition, they stated that they recommend learning reading as a conventional system or face-to-face rather than learning reading through Zoom Cloud Meeting because they thought that face-to-face reading would be given them a better understanding. This is consistent with the results of a previous study by Agung et al., (2020) have identified three major barriers to conducting online learning, including the availability and sustainability of internet connections, the accessibility of educational media, and the compatibility of tools for accessing media.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the results of the study, the researcher concluded that most students had positive perceptions or agreed with using Zoom Cloud Meeting in online reading classes based on several aspects, such as enjoying of used, the interest, and challenge, the ease of understanding, the benefits of using the Zoom Cloud application. Most students enjoy learning online reading using a Zoom Cloud Meeting so that the student could conduct the learning reading well. The findings of this current study, it is contrasted with the previous study conducted by Agung et al., (2020) the study found three main obstacles in conducting online learning such as availability and sustainability of Internet connection, accessibility of teaching media, and the compatibility of tools to access the media.

In this current study the researcher found that some of the students said that during the online reading classes using Zoom Cloud Meeting, it did not work as expected. Students said that online reading classes were getting some troubles, such as bad Internet connection and financial problems in buying internet quota data.

The suggestion for the teachers, they have to share more interesting materials conducted during online reading classes. They also should give dynamic methodological concepts to conduct the material which will be given to the students even though the situation was not a comforting figure because of the Covid-19 pandemic.

The suggestion for students must be more active and always motivate themselves to study hard even in online learning conditions, particularly in online reading classes. Students also have to be aware that behind online learning activities many benefits can be obtained, one of them is the challenge in the all-digital era where all activities, especially learning can be conducted online.

For future researchers, this research is expected to be useful for other researchers and also can be a reference or inspiration for future researchers who take interest in the field of students' perceptions of using Zoom Cloud Meeting in online reading classes. In the next research, to verify the results clearer and more detailed, future researchers can use more instruments and participants in data collection.

## **REFERENCES**

- Adam, Steffi, & Syastra, M. T. (2015). *Pemanfaatan Media Pembelajaran Berbasis Teknologi Informasi Bagi Siswa Kelas X SMA Ananda Batam*. CBIS Journal, Vol 3 (2): 79.
- Agung, A. S., Surtikanti, M. W., & Quinones, C. A. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *Journal of Social Sciences and Humanities*, Vol 10 (2): 225-254.

- Alfadda, H. A., Mahdi, H. S. (2021). Measuring Students' Use of Zoom Application in Language Course Based on the Technology Acceptance Model (TAM). *Journal of Psycholinguistic Research*, 50:883–900.
- Alyousef, H. S. (2006). Teaching Reading Comprehension to ESL/ EFL Learners. *Journal of Language and Learning*. Vol 5 (1): 63-73.
- Arikunto, S. (2012). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Basori. (2017). Efektifitas Komunikasi Pembelajaran Online Dengan Menggunakan Media E-Learning Pada Perkuliahan Body Otomotif. *Jurnal Ilmiah Pendidikan Teknik Dan Kejuruan*, Vol 7 (2): 39–45.
- Blake, R., & Secular, R. (2006). *Perception*. Boston: McGraw-Hill.
- Cahyono, W., Bambang, Y., and Utami, W. (2011). *The teaching of English as a foreign language in Indonesia*. Malang: state university of Malang press.
- Clarke, M. A., Silberstein, S. (1977). Toward A Realization of Psycholinguistic Principles in The Esl Reading Class 1. *Language Learning*, Vol 27 (1): 135-153.
- Cropley, A. J. (2021). Creativity-Focused Technology Education in the Age of Industry 4.0. *Creativity Research Journal*, Vol 32: 184-191.
- Ermawati, N. (2020). The Analysis of Students' Perception on the Efficient Application Used in Online Learning amid Covid-19 Pandemic. *Skripsi*. State Institute for Islamic Studies (Iain) Salatiga.
- Esterberg, K. G. (2002). *Qualitative Methods in Social Research*. New York: Mc Graw Hill.
- Goodman, K. S., Smith, E. B. (1987). *Language and thinking in school: A whole-language curriculum* (3<sup>rd</sup> ed.). New York: R. C. Owen.
- Grabe, W. (2009). *Reading a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Greenwood, J. (1981). Comprehension and Reading. *The Reading of English as an International Language: A Practical Guide*. Glasgow: William Collins Sons and Co. Ltd.
- Harris, A. J. & Sipay, E. R. (1984). *How to Increase Reading Ability*. New York: Longman.
- Sampson, H., Zhao, M. (2003). Multilingual Crews: Communication and The Operation of Ships. *World Englishes*, Vol 22 (1): 31-43.
- Liu, A. N. A. M., & Ilyas. (2020). Pengaruh Pembelajaran Online Berbasis Zoom Cloud Meeting Terhadap Hasil Belajar Mahasiswa Fisika Universitas Flores. *Jurnal Pendidikan Fisika dan Keilmuan (JPFK)*, Vol 6 (1): 34-38.

- Miles, M. B., & Hubberman, A. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2<sup>nd</sup>. Ed). London: SAGE.
- Mulyani, S. (2020). Students' Perception and Motivation Toward English E-Learning during the Covid-19 Pandemic. (A case study at the Tenth Graders at SMAN 1 Suruh in the Academic Year of 2019/2020). *Skripsi*. State Institute for Islamic Studies (Iain) Salatiga.
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching Reading*. Chicago: IAE Educational Practices Series University of Illinois.
- Rumelhart, D. E. (1980). *Theoretical Issues in Reading Comprehension*. London: Routledge.
- Stefanile, A. (2020). The Transition from Classroom to Zoom and How it Has Changed Education. *Journal of Social Science Research*, Vol 16: 33-40.
- Yuhartanti, Juita, N., & Asri, Y. (2018). Increasing Writing Skills in Text-Based Short Story (Folklore) Through Audio-Visual Media. *Advances in Social Science, Education and Humanities Research*, Vol 236: 281-285.