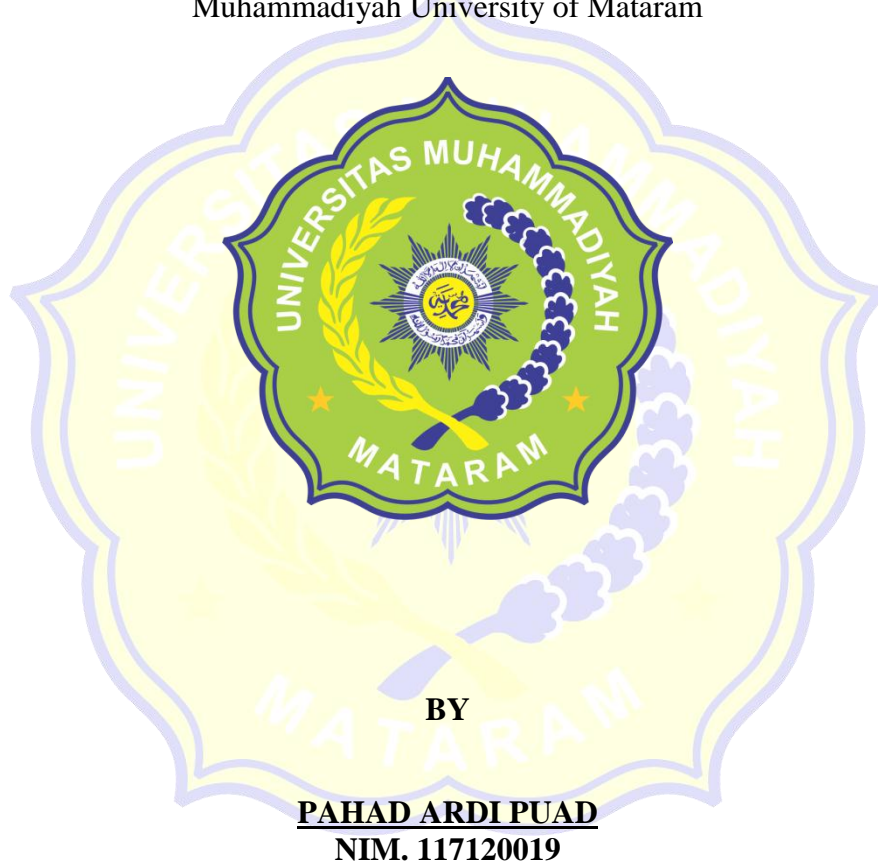


**A THESIS**

**AN ANALYSIS OF STUDENTS' RESPONSE ON USING ZOOM  
MEETING AT THE FIFTH SEMESTER IN ENGLISH DEPARTMENT  
MUHAMMADIYAH UNIVERSITY OF MATARAM**

Presented as a Partial Fulfillment of the Requirement for the Bachelor Degree in  
English Language Teaching Faculty of Teacher Training and Education  
Muhammadiyah University of Mataram



**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MATARAM  
MATARAM  
2023**

**APPROVAL SHEET**

**AN ANALYSIS OF STUDENTS' RESPONSE ON THE USE OF ZOOM MEETING AT THE FIFTH SEMESTER IN ENGLISH DEPARTMENT MUHAMMADIYAH UNIVERSITY OF MATARAM**

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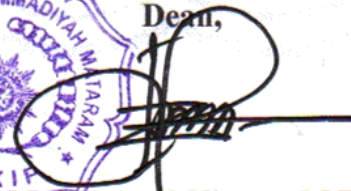

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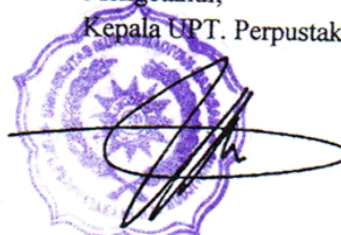
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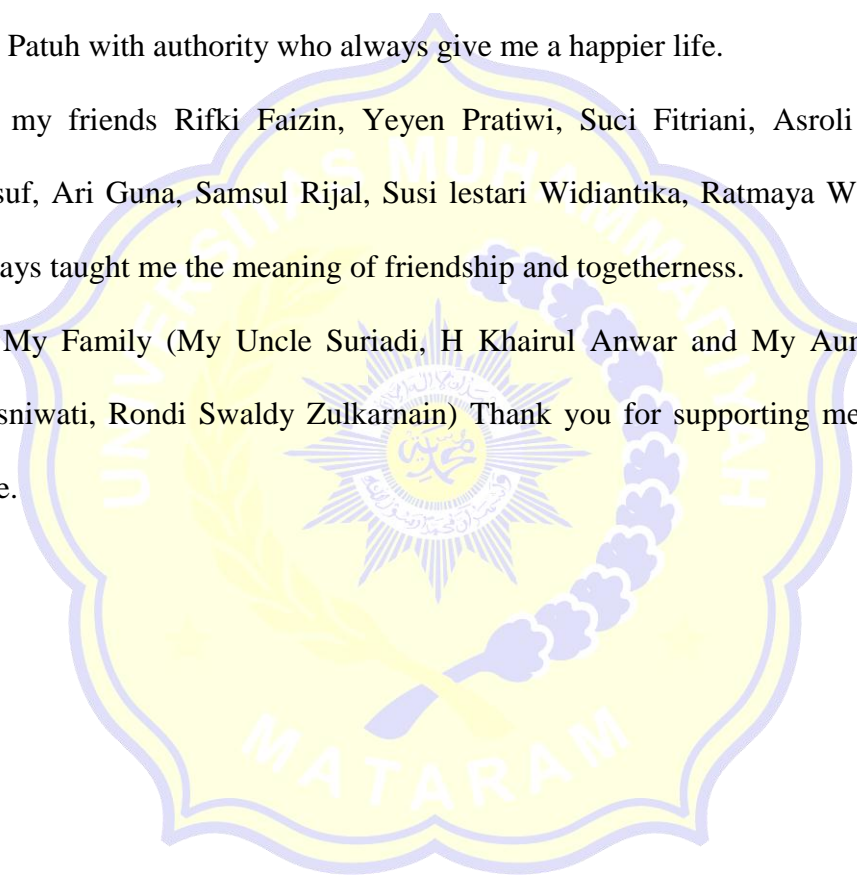
## MOTTO

Complete what is your obligation, don't ever give up if you haven't tried



## DEDICATION

1. My beloved parents (My father H. Husnul Fuad and my mother Hj Rusniati) thank you for your support, trust, finances, encouragement and prayers for me throughout the day.
2. My beloved brother, Pandi Usman, and my beloved brother, Parhan Muzadi and Patuh with authority who always give me a happier life.
3. All my friends Rifki Faizin, Yeyen Pratiwi, Suci Fitriani, Asroli Andika Yusuf, Ari Guna, Samsul Rijal, Susi Iestari Widiatika, Ratmaya Wati, who always taught me the meaning of friendship and togetherness.
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4. Humaira, M.Pd., as the first consultant and Moh Fauzi Bafadal, M.Pd., as the second consultant for the encouragement and advice for the completion of this thesis.
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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, any suggestion and criticism is received by the researcher. The researcher prays that all who helped get blessing from Allah SWT.

Mataram, 2023

**Pahad Ardi Puad**

**Puad Ardi Pahad, 2022 A Thesis: An Analysis of Student' Response on the Using Zoom Meeting at the Fifth Semester in English Departement of Muhammadiyah University of Mataram**

**ABSTRACT**

The purpose of this study is to discuss the use of zoom meeting applications in academic learning among students during the covid pandemic 19. Zoom meeting is one of the most widely used applications in the world by many groups, especially students. In this case the researcher has conducted research related to the use of zoom meetings in learning, by applying the type of data that is qualitative data. The data source in this study was the fifth semester student of the English Department of Muhammadiyah University of Mataram. Data obtained from interviews and questionnaires. Researchers conducted interviews using the WhatsApp application. As for the questions in the questionnaire there are ten questions that are focused on the advantages and disadvantages of using the Zoom Meeting application. To make it easier for students to answer questions, researchers use an electronic questionnaire in the form of Google Form, with indicators: strongly agree (5 points), agree (4 points), hesitation (3 points), disagree (2 points), and strongly disagree (1 point). Based on the explanation above students have the opportunity to interact with lecturers and friends with each other. The results show that the use of zoom meetings as a learning tool will help students improve their skills in asking questions or attending lectures and helping them spend more time doing homework without having to be present on campus. It will also help minimize their mistakes in attending lectures. It can be concluded that many students agree to attend lectures using the Zoom Meeting application.

**Keywords:** Student Response, Zoom Meeting, Online Learning.

**Puad Ardi Pahad, Analisis Tanggapan Mahasiswa Tentang Penggunaan Rapat Zoom di Semester Kelima di Departemen Bahasa Inggris Muhammadiyah University Of Mataram**

**ABSTRAK**

Tujuan penelitian ini membahas tentang penggunaan aplikasi Zoom Meeting dalam pembelajaran Akademik di kalangan mahasiswa selama masa Pandemi Covid 19. Zoom Meeting merupakan salah satu aplikasi yang paling banyak digunakan di dunia oleh banyak kalangan, khususnya pelajar. Dalam hal ini peneliti telah melakukan penelitian terkait penggunaan Zoom Meeting dalam pembelajaran, dengan menerapkan jenis data yaitu data kualitatif. Sumber data dalam penelitian ini adalah mahasiswa semester V Jurusan Bahasa Inggris Universitas Muhammadiyah Mataram. Data diperoleh dari wawancara dan angket. Peneliti melakukan wawancara menggunakan aplikasi whatsapp. Adapun pertanyaan dalam kuesioner terdapat sepuluh pertanyaan yang difokuskan pada Kelebihan dan Kekurangan penggunaan aplikasi Zoom Meeting. Untuk memudahkan mahasiswa dalam menjawab pertanyaan, peneliti menggunakan kuesioner elektronik berupa google form, dengan indikator : Sangat setuju (5 poin), setuju (4 poin), ragu-ragu (3 poin), tidak setuju (2 poin), dan sangat tidak setuju (1 poin).

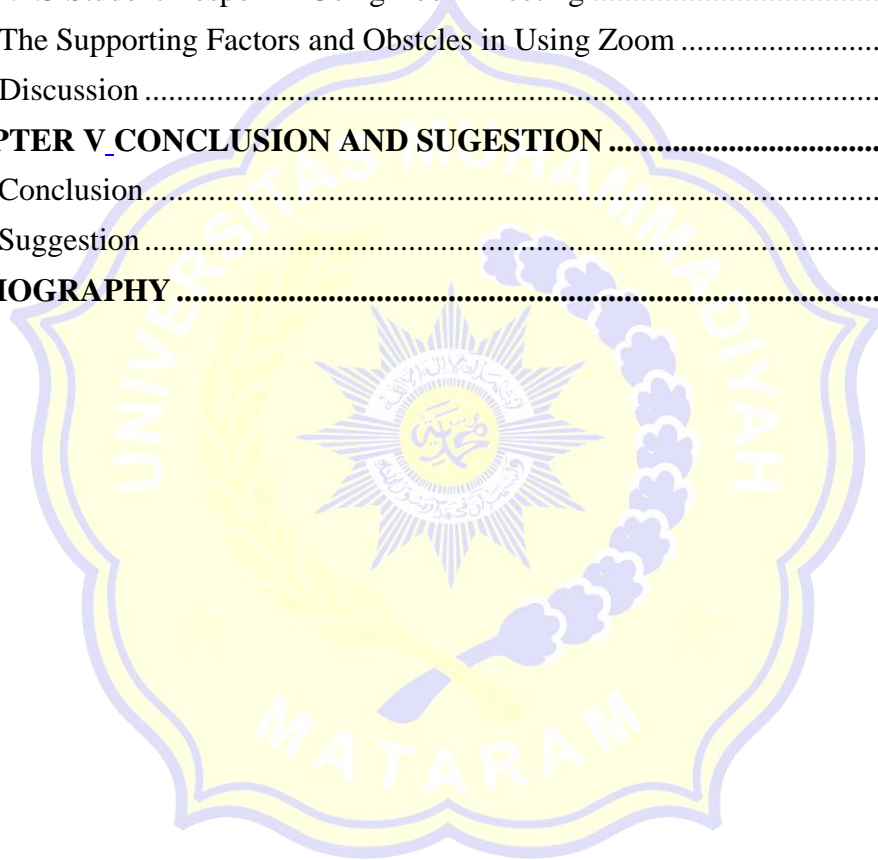
Berdasarkan penjelasan di atas siswa memiliki kesempatan untuk berinteraksi dengan dosen dan temannya satu sama lain. Hasilnya menunjukkan bahwa menggunakan Zoom Meeting sebagai alat pembelajaran akan membantu siswa meningkatkan keterampilan dalam bertanya ataupun mengikuti perkuliahan dan membantu mereka menghabiskan lebih banyak waktu mengerjakan pekerjaan rumah tanpa harus hadir di kampus. Selain itu juga akan membantu meminimalkan kesalahan mereka dalam mengikuti perkuliahan. Hal ini dapat disimpulkan bahwa banyak mahasiswa yang setuju mengikuti perkuliahan menggunakan aplikasi Zoom Meeting.

**Kata Kunci :** Respon siswa, menggunakan Zoom Meeting

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# CHAPTER I

## INTRODUCTION

In this introduction, researchers discuss the research background, research questions, research objectives, the importance of research, and the scope of studies.

### **1.1 Background of the Study**

Main reason for bringing up the title of this thesis is because want to know the positive and negative impacts of student responses to learning using the Zoom Meeting application in the era of the covid 19 pandemic. Some students are interested in using this learning media. And as a researcher want to know the response of students, especially students who are in the fifth semester, from here interested in raising the title of the thesis about, Analysis of student respon on the use of Zoom Meeting at the fifth semester in English Departemen of Muhammadiyah University of Mataram.

Currently, at the Muhammadiyah University of Mataram, the learning method is replaced with an online system due to the situation where it is not possible to meet face-to-face, anticipating the current spread of the COVID-19 outbreak. One of the media used in the Covid 19 era is the Zoom Meeting application as a learning medium. Possible problems that will arise in using the zoom application as a learning medium: zoom is usually very dependent on the internet or network connection. If the network is good, then the process of joining or joining can be fast, and during lectures, you can also clearly hear what the

lecturers or students have to say via zoom. But if the internet connection weakens automatically, students will feel annoyed with the learning media by using zoom meetings. Of course, this makes students respond to the performance of this zoom application.

One of the technology media often used today is mobile phones or commonly known gadgets. Various applications on mobile that can be used as an online learning medium ranging from Edmodo, quipper school, zoom, google classroom, Webex meet, or Whatsapps. (Keengwe & Georgina, 2012).

Media is a means to convey information or knowledge. Numerous tools aid the learning journey, including online media, which has become a prominent contender. In the realm of education, a variety of learning tools have surfaced, leading to a competitive race among platform providers to devise innovative and efficient mediums that maximize their utility (Sukirman, 2012). Media's significance in transmitting information and knowledge, especially within the context of learning, is paramount. The central spotlight remains on diverse media forms, with a specific emphasis on digital platforms known as online media. Online media pertains to digital channels and instruments harnessed for educational purposes, often disseminated via the internet. In the educational domain, media assumes a pivotal role in facilitating productive learning encounters. Diverse media types—text, visuals, videos, audio, and interactive components—can be blended to craft captivating and enlightening educational materials. These resources are meticulously designed to enhance learners' comprehension and retention of information.

The research indicates that the rise of online educational resources has sparked heightened rivalry among platform providers. These providers strive to conceive imaginative and streamlined media approaches that seamlessly blend into academic environments. The objective revolves around presenting an extensive array of choices to educators and learners, empowering them to select the optimal media that aligns with their distinct requirements.

The mention of "Sukirman, 2012" likely refers to a source or reference that provides further insights into this topic. Unfortunately, I don't have access to specific external sources or references, but based on the context provided, it seems that the study is discussing the evolution of learning media and the efforts to optimize their usage for educational purposes. This could involve exploring innovative ways to deliver content, enhance learner engagement, and improve the overall learning experience through online platforms and tools.

Implementing broad-minded learning rules requires teachers' creativity to provide innovations related to the learning process by choosing what media to use that can make students always develop in the achievement of educational science that must be achieved. The application used must be accessible and understood by every teacher and student to achieve learning objectives. Along with the development of increasingly developing technology, many applications can make



it easier to learn from afar. One of the applications that can be used as a learning medium is the Zoom Clouds Meetings application.

Distance learning is a learning pattern with the separation between educators and learners. Through the Zoom app Clouds Meeting, distance education that is currently underway can be done through video conferences that can lead to direct interaction between Education with students. Zoom application is a software service used for studies, meetings, or conferences. Zoom, as a communication medium to support work in the corona pandemic, zoom meeting application is one of the WFH (Work From Home) work tools from home. Zoom app helps company staff, students, teachers, and academic circles to facilitate activities or conduct teaching and learning activities virtually or remotely.

Zoom Application makes it possible to conduct these online meetings developed by Zoom.us. Zoom CEO Eric Yuan. Students need to continue studying, even if the campus is closed. On the Play Store, Zoom Cloud Meeting has been downloaded by more than 10 million users with a rating of 2.4. In addition, there are positive and negative sides to this application. The positive side is those zoom cloud meetings can make one-on-one video calls in groups of up to 100 people. In addition to video calls, users can send text messages, various files, or share screens to percentage directly.

The downside of this application is that cloud meeting zoom can only be used to Meet for 40 minutes for free. This app can be connected to the internet using 4G LTE, 3G, and Wi-fi networks. At the same time, the negative side of this

meeting zoom application is Wasteful Use of Data Quota, Not Available Indonesian, Prone to Leaking Data (Haqien Danin,H,/ 2020:/ 52).

Despite the advantages and disadvantages associated with utilizing the Zoom application, educators and students continue to employ it due to its facilitation of efficient classroom management and rapid, precise communication of information to students, all achieved without the necessity for in-person interactions. This accessibility extends to every student, making Zoom an easily accessible platform, especially amidst the ongoing pandemic (Kevin, 2020).

Currently, at the Muhammadiyah University of Mataram, the learning method is replaced with an online system due to the situation where it is not possible to meet face-to-face, anticipating the current spread of the COVID-19 outbreak. One of the media used in the Covid 19 era is the Zoom Meeting application as a learning medium. Possible problems that will arise in using the zoom application as a learning medium: zoom is usually very dependent on the internet or network connection. If the network is good, then the process of joining or joining can be fast, and during lectures, you can also clearly hear what the lecturers or students have to say via zoom. But if the internet connection weakens automatically, students will feel annoyed with the learning media by using zoom meetings. Of course, this makes students respond to the performance of this zoom application.

This research has been conducted by several researchers they are :(1) Reski Kurnia Putri. 2021. *The Effect of Using Zoom Application on Developing English Learning (A Pre-Experimental Study at the 7th grade of MTs Muallimin Muhammadiyah Makassar)*. (2) Febri Yanti Irawan. 2020. *Analysis of the Use of*

*theApplication Zoom as a Sociology Learning Media at 18 Makassar Senior High Schools. (3) Ella Aprilia, 2021, The Effectiveness of Online Learning Communication Through Zoom Cloud Meetings in the Era of the Covid-19 pandemic (Comparative Study on Communication Science Students Unsri of 2018 and 2020)*

Therefore the researcher is interested in using a thesis entitled. "An Analysis of Student Responses to the Use of Zoom Meeting in the Fifth Semester of the English Department, Muhammadiyah University of Mataram.

### **1.2 Research Questions**

Based on the background mentioned above, the main problems in the study are:

1. What are the students' responses in using Zoom Meeting as a medium in online learning at the fifth semester of English Department, Muhammadiyah University of Mataram?
2. What are the supporting factors and obstacles of the students who use Zoom Meeting as a medium in online learning in the fifth semester at the English Department, of Muhammadiyah University of Mataram?

### **1.3 The Purposes of Study**

Based on the formulation of the above research problems, the purpose of this study is:

1. To identify the students response in using the Zoom application as medium online learning at the fifth semester in English Muhammadiyah University of Mataram?.

2. To find out the supporting factors and obstacles in using Zoom Meeting as a medium in online learning at the fifth semester in the English Department Muhammadiyah University of Mataram?



#### **1.4 Significance of the Study**

The significance of the study is divided theoretically and practically.

##### **1. Theoretically**

Theoretically, the results of this study are expected to be helpful, namely:

- a. This research is expected to increase knowledge about the use and benefits of zoom applications as a learning medium Sustainable.
- b. Make scientific contributions in English education, namely use online-based learning media for advancement Education as it is today

##### **2. Practically**

This research is anticipated to offer value to students of English, particularly in their utilization of the Zoom application within the educational context. The outcomes of this investigation are envisioned to provide valuable insights for enhancing students' comprehension skills. Furthermore, the challenges faced by the researchers are expected to be carefully considered in the pursuit of refining and enhancing the learning environment. The findings from this research may also serve as a foundational resource for other researchers exploring similar or related topics.

#### **1.5 Scope of the Study**

1. The study conducted at the fifth semester students of English Departement FKIP UMMAT.
2. The material that have been studied in the research are, Poetry and Language Pedagogy, Critical Reading and Writing, and Language Assessment.

## 1.6 The Definition Key Terms

### 1. Response

According to Ahmadi (2009:150), "Response as one of the soul's fundamental activities can be regarded as a memory image of observation, has halted merely an impression".

### 2. Zoom Meeting

According to Latifah in Kelana (2021), Zoom is an American company's cloud computing-based video communication applications. The app provides remote conferencing services by combining video conferencing, online meetings, chat to mobile collaboration.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this part, the researcher reviews some previous studies, literature review, and theoretical framework.

#### 2.1 Previous Study

Several previous related findings support this study. Some of them are as follows;

In 2020, Febri Yanti Irwan conducted a study titled "Evaluation of Zoom Application's Efficacy as a Learning Medium for Sociology in 18 Makassar Senior High Schools." The findings of this research stem from the experiences of both students and teachers utilizing the Zoom application for sociology lessons. The study reveals that the effectiveness of the Zoom application is limited, as many students face challenges comprehending the material during its use. Furthermore, instances of academic dishonesty, such as cheating during quizzes to evade questioning, have been observed. The study identifies both supportive and inhibitory factors concerning the Zoom application. On the positive side, it enhances the online learning process by enabling virtual face-to-face interaction. However, a notable hindrance is the issue of internet connectivity and data quotas, with many students expressing dissatisfaction with their internet access and network quality.

Second, Mursyid Kasmir Naserly (2020) "Implementation Of Zoom, Google Classroom, And WhatsApp Group In Supporting Online Learning In Advanced English Course (Case Study in 2 Semester 2 Classes, Department of

Business Administration, Faculty of Economics and Business, University Bina Sarana Informatika Jakarta) "This study aims to implement Zoom as a support for online learning media, and the result is that teachers find many conveniences, one of which is the Sharing Screen feature which can facilitate the needs of teachers in presenting teaching materials like face-to-face meetings in conventional classrooms to students.

Last, Guzacheva (2020) "Zoom Technology As An Effective Tool For Distance Learning In Teaching English To Medical Students" This research aims to make Zoom technology a medium for making English learning effective online for medical students. The study conducted by Guzacheva in 2020, titled "Zoom Technology As An Effective Tool For Distance Learning In Teaching English To Medical Students," investigates the utility of Zoom technology as a means of enhancing online English learning for medical students. The primary objective of this research is to demonstrate how Zoom can effectively facilitate English language education for medical students in an online setting. The findings of the study reveal that the utilization of Zoom technology yields positive outcomes for both teachers and students. Teachers benefit from the features of Zoom, particularly the breakout rooms, which allow them to organize students into pairs, small groups, or larger teams as needed. This function proves beneficial in promoting collaborative activities, such as pair and group work, thus enabling medical students to engage in independent learning. The study's results suggest that the implementation of Zoom in this context leads to improved learning outcomes among diverse groups of medical students. Furthermore, it highlights



the potential of this technological approach to enhance education, especially in remote areas where access to higher education might be limited. Overall, the study underscores the effectiveness of Zoom technology in supporting distance learning, particularly for teaching English to medical students, and its positive impact on both the educators and the learners involved.

This study shares a commonality with the aforementioned research in its objective to evaluate the impact of employing Zoom as a tool for enhancing learning, particularly in the context of English language education. To elaborate, both sets of researchers investigated the integration of Zoom to enhance English proficiency, with one study concentrating on medical students and the other assessing the speaking abilities of participants, including international students engaged in videoconferencing. These preceding investigations underscore the viability of Zoom as an effective medium to advance English language skills, particularly in speaking. Additionally, Zoom's utility extends beyond academic enhancement, providing a means for individuals, including those residing in remote areas and international students across different nations, to establish connections. Especially during the COVID-19 pandemic, which prompted a shift to online learning, Zoom emerged as a prevalent alternative for hosting educational sessions, connecting students and educators irrespective of geographical constraints.

Despite these parallels, the present study differentiates itself by centering on a distinct subject the English students of Muhammadiyah University of Makassar and their specific language learning objectives. In this study, the focal

point revolves around leveraging the Zoom application as a pedagogical tool to foster English language development, particularly focusing on enhancing speaking skills. This initiative aims to benefit third-semester students at Muhammadiyah University of Makassar, differentiating itself from prior research in terms of subject and emphasis.

## **2.2 Concept of Learning**

### **2.2.1 Definition of Learning**

Learning constitutes a phenomenon observed within living organisms, encompassing both animals and humans. The progression of learning becomes evident through the evolving experiences unique to each individual. Gage (1984) similarly articulated this idea, affirming that learning is a transformative process whereby each person can modify their conduct as a result of their learning encounters. A person's accumulation of learning encounters empowers them to proficiently execute actions or exercise prudence, a consequence of the learning journey. Every acquired experience contributes to an individual's enhanced discernment in decision-making and attitude formation. Malcolm Knowles expounds on the process of acquiring knowledge and honing expertise. In the pursuit of acquiring knowledge, a precedent learning trajectory was followed to acquire novel insights; the significance of this learning trajectory profoundly influenced the knowledge assimilated, underscoring the need for a robust learning framework.

Sagala (06:23) defines learning outcomes as observable phenomena resulting from the learning process. These outcomes encompass intellectual abilities that

enable individuals to engage with their surroundings using symbols or concepts, cognitive strategies for managing thought processes, and are categorized based on function. A positive environment contributes to positive learning experiences, as these experiences predominantly originate in the classroom. The environment's impact can be a significant factor influencing learning development.

According to Muhibbin (03), learning constitutes an endeavor focused on attaining and nurturing fundamental levels of mastery. This underscores that the effectiveness of the learning journey is contingent upon the context, whether it's within an educational institution, the domestic sphere, or the familial setting. Learning is consistently built upon foundational elements to yield remarkable accomplishments; thus, the triumph of the learning process is heavily rooted in these fundamental aspects. Additionally, Tony Bingham and Marcia Conner contend that learning is a metamorphic undertaking, involving the assimilation of information which, once internalized and fused with personal experiences, reshapes preexisting knowledge and facilitates the development of novel insights. This evolution is driven by the input, processing, and reflective stages of learning, culminating in personal transformation. The learning process inevitably influences one's perspectives, behaviors, and thoughts, leading to enhanced communication and cognition. This phenomenon is attributable to the cumulative knowledge gained throughout the learning journey. A parallel can be drawn when acquiring a foreign language like English: the more one engages in the process of learning English, the greater their proficiency becomes. Consequently, comprehension, expression, reading, and listening in English are substantially facilitated due to the

cumulative understanding fostered through the learning experience. In light of the aforementioned discourse, the authors posit that learning embodies a process of acquiring knowledge, wisdom, and principles, culminating in personal refinement. The true accomplishment of the learning voyage manifests when an individual effectively applies the acquired knowledge in practice.

Learning is a change in behavior caused by experience so that there is a change in his behavior. According to Hilgard and Bower (Hamalik 2009: 45), learning changes in behavior result from actions, activities, practices, and experiences. Brown (2008:8) there are seven components in the definition of learning:

1. Getting or obtaining knowledge is referred to as learning.
2. Learning is the process of retaining knowledge or skills.
3. The terms retention and memory refer to the storage system, memory, and cognitive organization.
4. Learning entails a conscious, active focus on and response to stimuli both outside and inside the organism.
5. Learning is relatively permanent but subject to forgetting
6. Learning entails some type of practice, which may be reinforced.
7. Learning is a process of altering behavior.

## **2.2.2 Learning Media**

### **2.2.2.1 The Definition of Learning Media**

Content conveyed through a combination of text and visuals is termed as media, distinct from text alone. When information is presented using both words

and images, students are inclined to grasp the content better compared to text-only presentations. Saifuddin (2013) asserts that learning media serves as an instructional tool, potentially stimulating learners' abilities, cognitions, and emotions, thereby aiding the process of learning. According to Mateer et al. (2018), media such as group discussions or case studies might be helpful in active learning. Images, songs, films, and newspaper articles are examples of media; students can even create their own.

Based on the definition above, media is essential in the learning process because it makes students understand better than words.

Educational media classification, according to Sulaiman (1985: 27), is as follows, (1) audio media, namely media that can produce sounds such as cassettes, tape recorders, and radios; (2) visual media that is media that can show form or form. Currently, the world of education use more visual media to do the learning process; in addition to listening to sound, can also see pictures so that teachers and students can interact more efficiently, for example, the 26 use of the zoom application as a learning medium especially in learning English.

Zoom, conceived by the billionaire Eric Yuan and launched in April 2011, is not only an application but also accessible via its website, compatible across diverse platforms including Mac OS, Windows, Linux, iOS, and Android. As elucidated by Dinda Silviana Dewi, Zoom functions as a video-based communication tool, adaptable for deployment on a spectrum of devices ranging from mobile phones and desktops to telephones and satellite systems.

In accordance with Kevin's insights on Kompas.com, Zoom, renowned for its video conferencing capabilities, has gained widespread adoption within various sectors, including remote education, embraced by both instructors and students. This popularity can be attributed to its adeptness at preserving video and audio quality even when confronted with unstable internet connections.

Zoom Cloud Meeting is an application that can support the communication needs wherever and whenever with many people without meeting physically in person. This application is for video conferencing; it can easily be installed on several devices like; PC (Personal Computer) with webcam, Laptop with webcam, Android / iOS Smartphone. Zoom is a cloud-based video conferencing service that allows you to communicate with more than one person and can even reach dozens of members at each meeting. This application helps users to 27 communicate through audio, video or use audio and video simultaneously. From the explanation above, the researcher believes that using the zoom application as a learning medium is an innovation that is quite effective in helping the learning system in the current era.

#### **2.2.2.2 The Use of Learning Media in Language Learning**

The use of media aids learning. According to Williams (2018), the media's job in the classroom is to appeal to various learning styles, create an authentic learning experience, enhance critical thinking abilities, and teach students how to use media. While according to Tileston (2003), media can impact students' motivation, behavior control, achieving higher levels of cognition, and real-world application.

Based on the definitions above, learning media makes it easy to access information, makes an exciting learning process, and makes students exciting.

As stated by Perez (2015), challenges associated with media usage encompass comprehending its functioning and seamlessly incorporating it into the learning process. While media enables students to acquire knowledge and information about the subject matter, it also encourages them to develop an understanding and proficiency in its effective utilization.

The choice of learning materials significantly influences a teacher's effectiveness during the educational process. The selection of appropriate learning materials bears consequences on the educational outcomes that students attain. If the learning materials employed by educators effectively aid students in their learning journey, it tends to foster sustained interest and swift comprehension. The categorization of educational materials, as outlined by Sulaiman (1985: 27), includes two primary classifications: (1) audio materials, encompassing mediums capable of producing sound such as cassettes, tape recorders, and radios; (2) visual materials, which encompass mediums that convey forms or shapes. Presently, the educational landscape leans towards the utilization of visual materials to facilitate the learning process. Beyond the auditory dimension, the inclusion of visual elements enables a more interactive exchange between teachers and students. This is vividly exemplified in the adoption of the Zoom application as a pedagogical tool, particularly in the context of English language instruction.

## **2.3 Information and Technology**

Utilizing internet networks, virtual education conducted via online platforms employs teaching tools like Zoom Meeting, Google Classroom, Google Meet, What's App groups, and even YouTube. These platforms enable real-time interaction between instructors and students, offering the advantage of adaptable teaching schedules and locations. Nevertheless, despite the innovative array of applications and media available, there's no assurance that the teaching process will necessarily proceed seamlessly or surpass traditional face-to-face instruction.

### **2.3.1. Zoom Meeting**

#### **2.3.1.1 The Definition of Zoom Meeting**

Media encompasses all forms capable of transmitting information from its source to its recipient. The function of media within the educational process can be characterized as the technological conduit for delivering instructional content or as a tangible vehicle to convey subject matter. The contemporary Generation Z, raised in an era of heightened technological sophistication, exhibits learning preferences that are inherently global and visual in nature. Research findings by Denissa (2016: 85) underscore the profound utility of video-based learning media, proving to be highly advantageous across both formal and informal educational settings.

Zoom represents a cloud-based video communication software developed by an American company. This application facilitates remote conferencing activities encompassing video conferences, virtual meetings, online chatting, and collaborative efforts on mobile devices. According to Wibawanto cited by



Ismawati (2020), Zoom Cloud Meeting stands as a virtual interface for face-to-face interactions between educators and learners, achievable through video conferences on personal computers, laptops, or smartphones. This application serves as a comprehensive communication tool, integrating video conferencing, real-time chat, online meetings, and mobile teamwork. The software accommodates up to 1000 participants in a single virtual meeting, and although downloadable for free, it retains its functionality, offering features like phone calls, webinars, and presentations. Notably, its reputation for quality is validated by its adoption by Fortune 500 companies, as highlighted by Latifah cited by Kelana (2021).

### **2.3.1.2 Zoom App Features**

According to Irawan (2021) the features of the Zoom Meeting application are as follows:

#### **1. Video then Audio HD**

Using this application, you do not have to worry about images and audio produced. The zoom app has Supported by high definition quality often called HD. In addition, this zoom application can also support up to 1000 participants and 49 videos on-screen, According to Irawan (2021).

#### **2. Built-in collaboration tools**

Multiple users can simultaneously share the screen and join notes for more active meetings with tools collaboration from the zoom application, According to Irawan (2021).

### 3. Security

Regarding its security, users do not need to doubt anymore. The reason is that this application has been supported by end-to-end encryption, for all meetings scheduled through the zoom application, According to Irawan (2021).

### 4. Recording and transkrip

Meanwhile, users can also record meetings done by zooming and storing in a set each used or on a cloud account. Recording It can be found easily if you need it again, According to Irawan (2021).

### 5. Scheduling features

The app also has scheduling features to get started with meetings. In addition, you can also start the meeting through your account. Outlook, Gmail, or your iCal According to Irawan (2021).

### 6. Team chat

Chatting with groups is doable and easy. While conversation history can also be easily searched, file sharing integrated, and archives stored for ten years, according to Irawan (2021).

#### **2.3.1.3 The Benefits of Zoom Meeting**

As reported by Kevin on Kompas.com, Zoom, a video conferencing tool, finds extensive utility among diverse communities, including educators and students engaged in remote learning. This popularity is attributed to its ability to uphold video and audio quality even in instances of fluctuating internet connectivity.

Zoom Cloud Meeting, a communication application, provides the means to interact with numerous individuals remotely, eliminating the need for physical meetings. Designed for video conferencing, it seamlessly installs on multiple devices, such as Personal Computers (PCs) equipped with webcams, laptops with built-in webcams, and smartphones operating on Android or iOS platforms.

According to Kuntart (2021:55), The benefits of Zoom Meeting for students are as follows:

1. Making it Easy to Understand the Material

The results of interviews and observations found that teachers convey the purpose of learning through the feature contained in the zoom, namely the share screen. Then the teacher explains the material by displaying the learning material. Explanation by the teacher with the display of learning materials simultaneously makes students easier to understand the material. Students also revealed that learning by using this zoom is easier to understand the material than the WhatsApp application.

2. Boosting the Spirit of Online Learning

Based on the results of interviews and observations, it is known that students are excited about learning activities because they can learn with friends and can directly see the teacher explaining learning. Online learning that does not use zoom rental makes students unwilling to follow the learning because they can not learn together. When using zoom, they say that they are more excited to learn than to use other media.

### 3. Eliminates the Boredom of Learning Online

Based on the results of interviews and observations, it was found that learning through the zoom application can eliminate the boredom of students following online learning. Students reveal that teachers' material is also enjoyable because they can meet and learn with teachers and friends.

Students look very enthusiastic about learning through zoom because learning activities are not monotonous, but students can follow learning activities like in the classroom even though the zoom application. Unlike the case with learning through WhatsApp, students are only given continuous assignments, which makes students bored.

### 4. Supports All Platforms

This zoom application supports many platforms such as; Android, iOS, Windows, and many more making it easier for users to connect

### 5. Share Photos, Videos, and Files

In addition to high-quality video, the zoom application also makes it easy for each user to share photos, videos, and files directly, even when a video conference is in progress.

### 2.3.2 Google Classroom

Google Classroom serves as a no-cost digital educational platform, facilitating cooperation between students and educators. In addition to this, instructors can generate and share tasks with their pupils (Beal, 2017). As per Nagale (2017), Google Classroom empowers teachers to craft engaging, interactive courses that prioritize student involvement and collaboration. Its user-

friendly educational features enable diverse students to effectively cooperate. From the preceding assertion, it can be inferred that Google Classroom embodies technology-driven education.

### **2.3.3 Google Meet**

Google Meet represents a contemporary and enhanced iteration compared to its predecessor Hangouts, offering an array of features accessible through web browsers, Android devices, and iOS platforms. This application distinguishes itself with a distinctive and functional interface, characterized by its lightweight and rapid performance, thus prioritizing efficient management. Consequently, its user-friendly nature makes it easily comprehensible and navigable for a broad user base. Google Meet serves as an educational tool capable of aiding the remote learning endeavors of students from the comfort of their homes, concurrently instilling technological proficiency from a young age. This not only facilitates the learning process but also imparts valuable skills, contributing to a meaningful educational experience for students.

### **2.3.4 WhatsApp Group**

WhatsApp group is one of the applications that has been widely used as a communication tool, including in the educational environment, in this case, are educators and students. To support the continuity of the education and learning process, WhatsApp groups can use as learning media, so learning can be done without being limited to space and time. This means that learning can be done not only in the face of a class but learning may also be performed outside of the lesson hours. By using WhatsApp groups educators are expected not only to

perform learning by curriculum alone but can also encourage encouraging, stimulating, and improving the motivation of learning learners, so that the objectives Learning can be accomplished well.

### **2.3.5 YouTube**

YouTube serves as an educational resource and learning platform adept at catering to the requirements of the digital era. This platform possesses the potential to heighten enthusiasm and bolster the learning approach of the digital generation. Furthermore, YouTube furnishes a learning environment enriched by contemporary technologies that subsequently prove valuable as students advance into their post-educational phase (Burke, Snyder, & Rager, 2009). Beyond this, YouTube boasts an extensive repository of numerous videos spanning diverse subjects, seamlessly adaptable for integration into classroom instruction. Functioning as an expansive library of free, diverse videos, YouTube actively encourages learners to cultivate autonomy and embark on independent learning endeavors.

### **2.3.6 Students' Response**

#### **2.3.6.1 Definition of Response**

According to Ahmadi (2009:150), "response as one of the soul's fundamental activities can be regarded as a memory image of observation, has halted merely an impression". Furthermore, Ahmadi (2009: 68) stated that a response or conception is the outcome of an impression retained in a persons' mind and the soul following observation.

Furthermore, Ahmadi (2009: 68) stated that a response or conception is the outcome of an impression retained in a person's mind and the soul following observation.

Based on the definition above, the response is an idea or reaction that can be an impression or description of a previously observed stimulus or an item. When some people respond or provide input, communication in the classroom flows smoothly.

According to Steven M. Chaffee (Rakhmat,2004), said the response is divided into three parts, namely:

- a) Cognitive is a response directly linked to a person's knowledge, abilities, and information. This response appears when the audience's understanding and perception change.
- b) Affective is a reaction to emotions. Emotion is a mental reaction that is consciously controlled. This response is used when the audience's preferences for something change.
- c) Conative (psychomotor) refers to a response to actual actions, such as an action or habit.

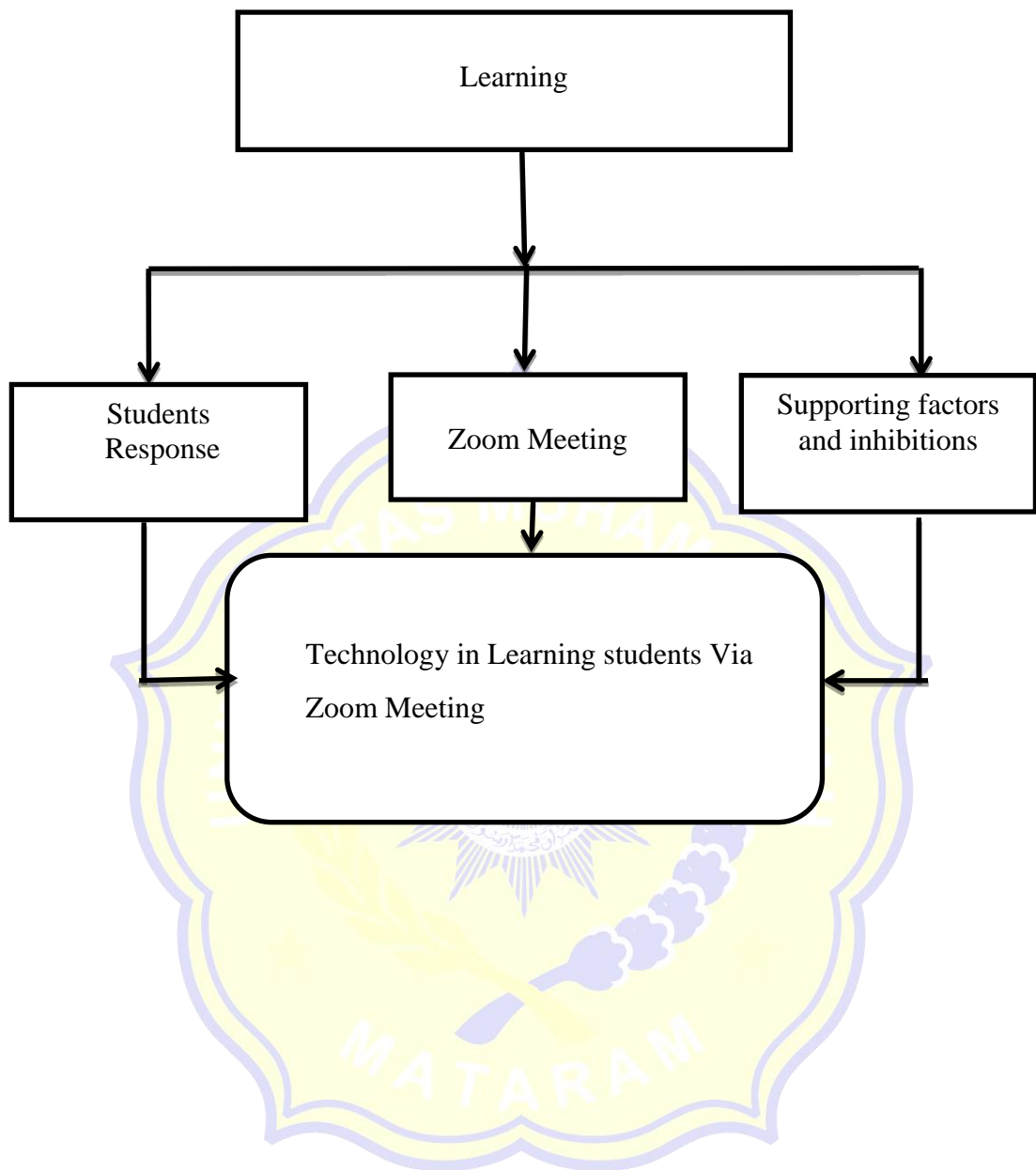
## **2.4 Theoretical Framework**

Media is a means of conveying information or science. Inside education is used as a means of learning, many media are used in the learning process, one of which is online media; many learning media have sprung up, platform providers are also racing to create media as creative and efficient as possible to be in The torture can be used as best as possible.

In implementing distance learning, it is imperative to choose who can deliver the learning process to fit the purpose. One form of Distance learning is Synchronous learning. Learning Synchronous is a learning process carried out directly between students and educators online. One way of learning Synchronous is using teleconference arranged in such a way. To be done. One of the mainstay platforms in the implementation of Teleconference is Zoom.

Zoom is one of the most widely used platforms these days. one may be because the service is free and has features, one of the features Its feature is that it can share the screen and share percentages, which can help the learning process. With the use of the Zoom application, this is very easy to manage, learn and convey information quickly, accurately to students without must meet or face-to-face; this zoom is also easily accessible to each participant among current students. In this frame of mind, the researcher provides an overview of the flow of research that will be done to achieve results according to the title "analysis of the use of zoom applications".





## CHAPTER III

### RESEARCH METHODOLOGY

This chapter will explain the research design, sources and types of data, data collection methods, research instruments, and data analysis methods.

#### 3.1 Research Design

The researcher applied the qualitative research. According to Creswell (2014), qualitative research is a method that investigate and understand the inherent meaning of an individual or group in a social or human situation. The researcher investigated the students' responses. in the use of Zoom Meeting. There were 25 participants in this study at the fifth semester Students of English Department of the Muhammadiyah University of Mataram.

#### 3.2 Research Location

The study is located in English Department of Muhammadiyah University of Mataram, Faculty of Teacher Training and Education. It is located on Jl.Ahmad Dahlan No 1 Pagesangan Indah of Mataram.

#### 3.3 Data Sources

Continuing to understand about data sources, according to Zuldafrial, data sources are subjects where data can be obtained. There are two kinds of data sources, namely primary data sources and secondary data sources. The primary data source was obtained directly by the researcher. While secondary data sources are data sources that are not obtained directly, usually these data sources are obtained from other trusted parties. Sources of data can be obtained from the results of data collection methods. How to obtain this data source is divided into

several types, Techniques Data collection methods such as: unstructured interviews, or questionnaires.

### **3.4 Research Instrument**

This researcher use questionnaires and interviews as instruments of this research:

#### **1. Questionnaire**

Sugiyono (2012) defines a questionnaire as a method of gathering data wherein respondents are presented with a series of statements and questions to respond to. Correspondingly, Arikunto (2006) characterizes a questionnaire as an assemblage of written inquiries aimed at eliciting information from participants. In the context of this study, the researcher employed a questionnaire to delineate the emotional and purposive reactions linked to utilizing Zoom Meeting as an online learning medium during the fifth semester of the English Department at Muhammadiyah University of Mataram.

The survey consists of a series of inquiries or statements provided to participants. As Sugiyono (2008: 142) delineates, the questionnaire acquires data by presenting various questions or statements pertaining to convictions about vocabulary learning strategies.

The researchers developed a survey comprising ten questions aimed at exploring emotional and purposive reactions to the utilization of Zoom Meeting as an online learning tool. To enhance convenience for students, an electronic questionnaire was created using a Google Form. Subsequently, the link to the Google Form was shared with students through individual

messaging, enabling them to promptly complete the survey crafted by the researchers.

No	Alternative answers	Score
1	Strongly agree	5
2	Agree	4
3	Doubtful	3
4	Disagree	2
5	Totally Disagree	1

Sugiyono (2014, hlm. 135)

Next, answer indicators (e.g., Strongly agree, agree, doubtful, disagree, totally disagree), and in this case and the reference, the writer used the calculation of proportions using the Likert scale

The formula for finding a percentage contains a questionnaire, according to (Sugiyono 2008), as follows:

Finding the Percentage

$$P = \frac{F}{N} \times 100\%$$

Information :

P = Percentage of Answers

F = Answer Frequency

N = Number of Respondents

## 2. Interview

Interviews are structured conversations between two or more people in which one person tries to obtain information from another person (Airasian as quoted in Rachmawati, 2011). Researchers interviewed the fifth semester and

gave five questions to describe students' cognitive responses in the fifth semester. The researcher only took answers from students who answered the questions that had been given, This type of interview uses structured.

In this study, researchers prepared five questions that focused on the cognitive responses of students responses to the use of Zoom Meetings as a medium in online learning. Researchers used semi-structured interviews to interview students.

Interviews are structured conversations between two or more people in which one person tries to obtain information from another person ( as quoted in Rachmawati, 2011). In this study, researchers prepared five questions that focused on using the zoom meeting application in learning media in fifth-semester students of the English Department of the English Muhammadiyah University of Mataram Researchers used semi-structured interviews to interview students.

### **3.5 Technique of Collecting Data**

The are some steps that would between during the process

1. Researcher informed the fifth-semester students that researcher do the in their class.
2. Researcher conducted research using a questionnaire to fifth-semester students of Muhammadiyah University of Mataram, by sharing a google form via the WhatsApp application.
3. In the next step, Researcher conducted interviews with fifth-semester students at the Muhammadiyah University of Mataram.

4. Doing the data analysis by using the tree steps of data analysis technique.

### **3.6 Method of Data Analysis**

As per Sugiyono (2016:206), data analysis constitutes a process conducted subsequent to the accumulation of respondent data. Helaludin and Wijaya (2019:123) elaborate on various phases/approaches involved in data analysis, which are outlined as follows:

#### **1. Data Reduction**

In collecting qualitative data, researchers used various techniques and are carried out repeatedly to obtain extensive and complex data. Because the data obtained in the field is still very complex, still rough, and not systematic, the researchers need to analyze by reducing the data. The researcher obtained data from questionnaires and interviews with students in this step. The questionnaire and interviews show how affective, conative, and cognitive responses are to the use of Zoom Meeting as a medium in online learning.

#### **2. Data Display**

Following the data reduction phase, the subsequent stage in data analysis involves the presentation of information through tables or narratives, enhancing the comprehensibility of the findings. As outlined by Sugiyono (2009:341), data presentation may encompass succinct explanations, flowcharts, and similar formats. In this study, the researcher employs tables and essays as the chosen means for data presentation, given their widespread usage in qualitative research.

### 3. Data Conclusion

The last step is concluding. Researchers are starting to see what the data is. Researchers analyzed all student answers about using Zoom Meeting as a medium in online learning. Researchers first determine the weight of the questionnaire assessment. Furthermore, the researchers calculated the questionnaire results on affective, conative, and cognitive responses to the use of Zoom Meeting as a medium in online learning.

