

# THE USE OF ZOOM APPLICATION TO SUPPORT ONLINE LEARNING DURING PANDEMIC TIME FOR STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITY OF NUSANTARA PGRI KEDIRI

*by Check Similarity*

---

**Submission date:** 23-Nov-2022 12:19PM (UTC+0700)

**Submission ID:** 1961835007

**File name:** The\_Use\_of\_Zoom\_-\_Artikel\_JUPENSI.pdf (361.29K)

**Word count:** 3630

**Character count:** 19964



## THE USE OF ZOOM APPLICATION TO SUPPORT ONLINE LEARNING DURING PANDEMIC TIME FOR STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITY OF NUSANTARA PGRI KEDIRI

Dwi Hayuningtias<sup>1</sup>, Rika Riwayatningsih<sup>2</sup>, Dewi Kencanawati<sup>3</sup>

English Language Education Department

Universitas Nusantara PGRI Kediri

dhaias88@gmail.com, rieka@unpkediri.ac.id , dewikunp@gmail.com

### Abstract

In learning, an offline system (face-to-face) and an online system can be used to learn in order to process of acquiring knowledge. However, the world is now in total lockdown as a result of the Covid-19 virus, which has forced all activities, including education, to move to an online system. Students at University of Nusantara PGRI Kediri, particularly those in the English department, use a variety of online learning support applications, in order to facilitate online learning. One application that is used for frequent is Zoom Application. The purpose of this study is to find the use of Zoom application to support online learning, and the advantages and disadvantages of Zoom application during the pandemic time for English department students at University of Nusantara PGRI Kediri. This study used qualitative research as its technique. 22 first-graders (second semester) volunteered as subjects for data collection. Interview and questionnaire chosen as its data collecting technique. The findings of the data analysis display that the use of the zoom application can bridges the online learning as well as teacher and student interactions while on the other hand, zoom application has advantages and disadvantages that must be considered.

**Keywords:** Online learning, Zoom application.

### 1. INTRODUCTION

Learning knows no age because humans will essentially continue to develop in accordance with the times. According to Kingskey (Syaiful Bahri Djamarah, 2008: 13), "learning is the process by which behavior (in a broader sense) is originated or changed through practice or training.". In terms of learning, there are two methods, namely online

learning and offline learning. Then, a new virus outbreak, which was named Corona or Covid-19 (Corona Virus disease-19) spread rapidly to the world that significantly impact on human activities, including the field of education. Changing teaching and learning activities to an online system is one of the policies implemented by the government. Both teachers and students must be required to be familiar with the new learning system and must be prepared with all of the necessary learning media, such as laptops, smartphones, internet quotas, learning applications, and so on for online learning. Online learning necessitates the use of an application to serve as a liaison between teachers/lecturers and students. WhatsApp, Google Classroom, Skype, Zoom, and other applications that support online learning are examples of applications that can be used (Asmuni, 2020). The students at University of Nusantara PGRI Kediri, particularly those in the English department, use a variety of online learning support applications, which must be installed in order to facilitate online learning. Zoom is one app that deserves special attention. Zoom application is commonly used by students for online and face-to-face learning from a distance. According to Sabran Sabara (Zainal Abidin: 2020), Zoom is a fairly effective learning medium, with a trend of 77.27 percent. Sari revealed that there was a significant impact on the Zoom application's convenience, usability, and service (Fitriyani and others, 2020). According to the testimonials of Zoom users on the Zoom website, one named Jelena Joffe stated, "Zoom is super natural and easy to use - just download it, click, and you're in. I use Zoom on an airplane, in the car, in my house, in the office – everywhere." It is hoped that the Zoom application will not impede interaction and learning between students and lecturers, even when they are in online learning during uncertain times. The purpose of this study is to find out how the use of Zoom application to supporting online learning for during pandemic time, also focuses on advantages and disadvantages of Zoom application for online learning which Zoom application is support in one of the courses, specifically the paragraph writing course.

## 2. LITERATURE REVIEW

### 2.1 Online Learning

Online learning is a learning system in which the teacher and students do not interact face to face (Allen & Seaman, 2007). Because this is online learning, it is intrinsically tied to the need for the internet to serve as the primary conduit between teachers and students.

Internet access is available via a Wi-Fi network or by subscribing to a cellular data package. Because this is online learning, it is intrinsically tied to the need for the internet to serve as the primary conduit between teachers and students. Internet access is available via a Wi-Fi network or by subscribing to a cellular data package. Sibero (2011) also stated that the internet is a computer network that connects computers all over the world. It was also explained that the internet can be thought of as a natural network, which is a very large network.

The advantages of e-learning in education, according to Marc (2000) in his book review on e-learning strategies for delivering knowledge in the digital age, is that it focuses on the needs of individual learners as an important factor in the educational process rather than the needs of instructors or educational institutions. Several studies have shown that E-learning or online learning has benefits over traditional classroom education (Klein and Ware, 2003; Algahtani, 2011; Hameed et al, 2008; Marc, 2002; Wentling et al. 2000; Nichols, 2003). The following are some of the benefits that the adoption of online learning in education has provided based on a review of the literature: (1) When time and location are factored, it is adaptable. (2) Through easy access to a wealth of information, e-learning improves the efficacy of knowledge and qualifications. (3) It can facilitate relationships between learners by the use of discussion forums. (4) E-learning saves money since it minimizes the need for students or learners to travel. (5) Individual differences in learners are always considered in e-learning. (6) E-learning can help substitute for a lack of academic staff, such as instructors or teachers, facilitators, lab technicians, and so on. (7) Self-pacing is possible with e-Learning.

However, switching from a traditional learning approach to an online learning method is not an easy or simple task (Atsani, 2020). According to (Zhong, 2020), various challenges such as poor access, internet availability, a lack of technology and students' abilities to participate in digital learning, and a lack of proper connection with instructors have all had a significant impact on the implementation of online learning. Students can only contact their classmates through digital means and cannot see them in person, therefore real-time sharing of ideas, knowledge, and information is limited in the digital learning world (Britt, 2006). Students expressed unhappiness with their courses when teachers were unavailable to provide technical support, according to Yang & Cornelius (2004).

Students' unhappiness was also found in the study when <sup>4</sup> they had poor technical skills (Zhang & Perris, 2004).

## **2.2 Application for Online Learning During Pandemic**

There are several online learning support tools available right now that may be downloaded for free or paid for with extra features. According to Dhanta, as quoted by Sanjaya (2015), applications are software created by a computer company to perform specific tasks, such as Microsoft Word and Microsoft Excel. There are several types of applications. Desktop applications that run offline and web applications that run online are two examples. According to Remick in his journal Ramzi, a web application is an application that employs browser technology to run programs and is accessed via a computer network (2013). A web application, on the other hand, is a program that is kept on a server and sent over the internet and viewed using a browser interface, according to Rouse cited by Ramzi (2013).

## **2.3 Introduction to Zoom Application**

<sup>16</sup> Zoom is an app created by billionaire, Eric Yuan, which was released in January 2013 (Berti, 2020). The Zoom application is a virtual learning tool that can be used by anyone. By using videos, the Zoom application can bring students and educators together so that the learning process can be properly conveyed (Meda Yuliani, et al. 2020:18). Zoom Meeting is a web-based application that allows users to communicate with a large group of people from anywhere and at any time without having to physically meet (Mahayoni, 2020). The Zoom Cloud Meeting app makes it possible to share the screen during online meetings. This app allows users to meet over 100 people face-to-face and connect with them in the same room to complete the learning process.

To start using the Zoom application, there are several initial steps that must be carried out such as: <sup>17</sup> (1) Download the Zoom app via the Play Store/App Store. If the user wants to use Zoom on a computer/PC, go to the official Zoom website and download it using the link <https://zoom.us/download>. (2) After installing the Zoom app, open it, and select Sign In by email, or using Google, Facebook, or SSO emails. (3) The user can see a home page of Zoom. There is option for new meeting, join, schedule, and share screen. Finally, the users can choose one of the options according to their needs.

## **3. RESEARCH METHODS**

The design of this study is qualitative research. According to Bogdan and Biklen (1982), qualitative research is descriptive, which means that information is gathered via the use of words or images rather than figures. Quotations from written materials, field notes, and interviews, as well as extracts from videotapes, audiotapes, and electronic communications, are used to highlight the study's conclusions. This study uses qualitative because this study describes about how use the Zoom application is to support online learning during the pandemic time. the subjects chosen are students from the English department at the University of Nusantara PGRI Kediri, on first-grader of second semester from the 2021 class. Data college technique of the study are interview and questionnaire, that compile into one file by Google Form to ease the informant to fill the questions. Descriptive qualitative data is used for analyse the data of the study.

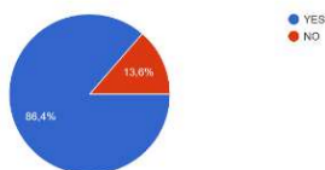
#### 4. FINDING AND DISCUSSION

The study's findings will be presented in a qualitative descriptive way. The question relates to the benefits and disadvantages of using the Zoom program during the Covid-19 outbreak as well as the use of Zoom application. 22 individuals from the class of 2021's first-graders' second semester completed the questionnaire.

The following are the responses people have submitted in response to the questionnaire that the researchers sent.

##### 1. *The use of Zoom application for online learning during pandemic time*

1. When talking and discussing with teacher via Zoom application about paragraph writing course, do you able to capture the essence of the conversation or discussion?



Based on the findings, the writer discovers first that 22 responses according to the graph, that they are able to summarize the essence of the conversation and discussion about paragraph writing via Zoom. This vote is supported by the number of graphs that show the answers yes (86.4%), and no (13.6%).

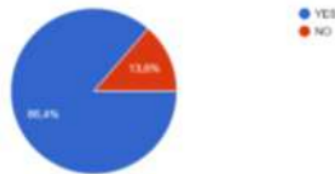


2. Does the teacher explain the paragraph writing material clearly and well during online learning on Zoom application?



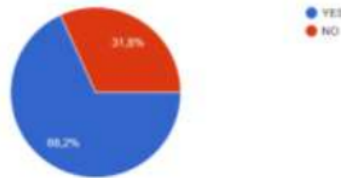
The writer discovers that 22 responses according to the graph, they are agreed with the teacher can explain the paragraph writing material clearly, and well. This vote is supported by the number of graphs that show the answers yes (100%), and no (0%).

3. So far, do you understand the content of online paragraph writing course that taught by Zoom application?



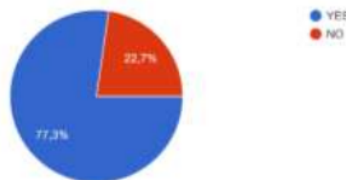
The result from 22 responses according to the graph, that they are from the beginning of paragraph writing lesson to present, the understand the content of paragraph writing with (86,4%) as yes answer, while (13,6%) as no answer.

4. Can the Zoom application, in your opinion, stimulate interest in learning to paragraph writing course online?



The result from 22 responses according to the graph, from (68.2%) of the answers yes, they agree that Zoom can encourage increased interest in learning paragraph writing. While, other percentage (31,8%) of the answer no, they're not agree that Zoom can encourage increased interest in learning paragraph writing.

5. Is Zoom application effective for online paragraph writing course?



The result from 22 responses according to the graph, that according to them, they are agree to Zoom application is effective for online paragraph writing course with (77,3%), while other percentage (22,7%) of the answer no, they're not agree to Zoom application is effective for online paragraph writing course.

<sup>13</sup>  
***2. The advantages and disadvantages of using Zoom application for online learning during pandemic time***

a. **The** disadvantages of using Zoom application on Paragraph Writing course online learning.

Based on the outcomes of the answers, there are 10 out of 22 respondents/students stated that a bad signal is an obstacle to the Zoom application when applied to a paragraph writing course in online learning. One of them is:



*“Perhaps the most noticeable obstacle when going online is the signal, because in some places the signal does not support the device.”*

The writer also finds that using much of internet data is also the challenge, since 6 out of 22 respondents/students said that so. One of them is:

*“The disadvantages are the limited internet network, such as delay, not being in the Wi-Fi area, and for boarding house individuals, it is very difficult because they must use a large amount of internet data.”*

The writer also finds that distractions from around is also the disadvantages, since 2 out of 22 respondents/students said that so. One of them is:

*“It's definitely different from face-to-face; when zooming in, there's definitely a lot of interruption from around, which I believe reduces studying concentration.”*

b. The advantages of using Zoom application on Paragraph Writing course online learning.

There are 7 out of 22 respondents/students said that Zoom application Zoom application can be used everywhere. One of them is:

*“Can study anywhere. Efficient for online learning without being limited by space.”*

Other responds, the writer finds that 4 out of 22 respondents/students said that The Zoom application support many participants. One of them is:

*“Easy to schedule meeting, can reach many participants.”*

There also the writer that finds, 2 out of 22 respondents/students said that the Zoom application make cost-effective. One of them is:

*“There is no need to bother coming to college, it can be done anywhere, and it is surely more cost-effective.”*

c. The difference between offline class and online class on Paragraph Writing course.

Based on the all the responds of the respondents/students, the writer discovers that 14 out of 22 respondents/students said that in the past on first day until present, the Paragraph Writing course never held an offline (face-to-face) class, because it always held by online with Zoom application. This is supported by one of the responds below:

*“So far, no difference. Because so far Paragraph Writing has always used Zoom.”*

But the writer also finds if there's one of the responds that comparing if the offline class will be effective for them rather than online class. This is supported by one of the responds below:

*“This Paragraph Writing course has never been done offline, and the results have been excellent. Offline learning, on the other hand, I believe will be more effective. Understanding the material is easier to accepted by meeting face-to-face. Because there is no monitoring from the lecturer as there is in class, notifications from other applications while online classes are in session can disrupt my concentration when studying.”*

It can be concluded that even though an online class using the Zoom application offers better results for the paragraph writing course, an offline class will be far more helpful for students. When offline classes are held, students are better able to absorb and understand the material. And meanwhile, teachers cannot directly monitor students in online classes, and notifications from other applications can disrupt focus.

## **5. CONCLUSION**

Zoom is an effective application of online learning for students, according to the results of a questionnaire that a first-grader who served as an informant filled out. While there is a pandemic, this Zoom application supports online learning and links online interactions between teachers and students. The Zoom application, on the other hand, has advantages and disadvantages according to the result of interview.

## **BIBLIOGRAPHY**

- Irawan, F. Y. (2020). *Analisis Penggunaan Aplikasi Zoom Sebagai Media Pembelajaran Sosiologi di SMA Negeri 18 Makassar*. Skripsi. Makassar: Universitas Muhammadiyah Makassar.
- Syafri, K. (2020). *Penerapan E-Learning Melalui Aplikasi Zoom Pada Mata Pelajaran Pai Dimasa Pandemic Covid-19 (Studi Sma Yadika Bandar Lampung)* (Doctoral Dissertation, Uin Raden Intan Lampung).
- Ramadani, A., Aulia, F. W., Putri, N. H., Arini, V. Q., Rasyid, Y., & Lawita, N. F. (2021). *Penggunaan aplikasi Zoom guna mendukung pembelajaran daring di masa*

**pandemi**. Jurnal Pendidikan Tambusai, 5(2), 3405-3413.

Darsi, R. (2017). *The Difficulties of Learning Speaking Faced by The Students of International Relations in ESP Program at University of Muhammadiyah Malang* (Doctoral Dissertation, University of Muhammadiyah Malang).

Nurkasanah, S., & Fauziati, E. (2016). *Classroom Techniques to Develop Students' English Grammatical Knowledge: A Naturalistic Study at SMP Muhammadiyah 1 Surakarta*.

Surur, D. (2017). *English Foreign Language (Efl) Evaluation System by The Teacher in Excellent Class at Mtsn Aryojeding*.

Mu'awanah, N., Sumardi, S., & Suparno, S. (2021). *Using Zoom to support English learning during Covid-19 pandemic: Strengths and challenges*. Jurnal Ilmiah Sekolah Dasar, 5(2), 222-230.

Kuswandi, W. (2021). *Efektivitas aplikasi zoom meeting terhadap kualitas pembelajaran jarak jauh mahasiswa pendidikan masyarakat IKIP Siliwangi Angkatan 2018*. Comm-Edu (Community Education Journal), 4(2), 76-81.

Laili, R. N., & Nashir, M. (2021, January). *The use of Zoom meeting for distance learning in teaching English to nursing students during Covid-19 pandemic*. In UICELL Conference Proceeding (pp. 235-244).

Zulu, J., Nalube, P. P., Changwe, R., & Mbewe, S. (2021). *The Challenges and Opportunities of Using ZOOM App in the Teaching and Learning of Mathematics in Higher Education Institutions (HEIs) During COVID-19 Pandemic: Lecturers' and Students' Perspective*. International Journal of Research and Innovation in Applied Science (IJRIAS), 6, 92-101.

Erna, N., Genisa, R. A. A., Muslaini, F., & Suhartini, T. (2022). *The Effectiveness of Media Zoom Meetings as Online Learning during the Covid-19 Pandemic*. ELT-Lectura, 9(1), 48-55.

Komsiyah, I. (2021). *The Challenge of Zoom Cloud Meeting in Online Learning Process*. AL-ISHLAH: Jurnal Pendidikan, 13(2), 829-835.

Züll, C. (2016). Open-Ended Questions (Version 2.0).

Fletcher, S. (2021). *Seeing the bigger picture: Qualitative research in the Zoom age*. The Journal of Haemophilia Practice, 8(1), 141-144.

- Oktaviani, S. (2021). *Online lectures using Zoom application for undergraduate students during covid-19 pandemic period*. Risenologi, 6(1), 31-36.
- Risma, S. N. (2021). *An Analysis of The Utilizing Zoom Application to English Learners'speaking Skill Motivation*. Project (Professional Journal of English Education), 4(3), 433-445.
- Izzati, N. (2018). *The Influence of Students'imagination Toward Their Writing Skill of Descriptive Text* (Doctoral Dissertation, State Islamic University).
- Creswell, J. W., & Creswell, J. (2003). *Research design* (pp. 155-179). Thousand Oaks, CA: Sage publications.
- Imenda, S. (2014). *Is there a conceptual difference between theoretical and conceptual frameworks?* Journal of social sciences, 38(2), 185-195.
- Ummah, A. A. N. (2021). *Analisis Minat Pelajar terhadap Aplikasi-Aplikasi Penunjang Sistem Pembelajaran Online*.
- Monica, J., & Fitriawati, D. (2020). *Efektivitas penggunaan aplikasi zoom sebagai media pembelajaran online pada mahasiswa saat pandemi covid-19*. Jurnal Communio: Jurnal Jurusan Ilmu Komunikasi, 9(2), 1630-1640.
- Far-Far, G. (2021). *Efektifitas Penggunaan Aplikasi Zoom Meeting Dalam Pembelajaran Di Masa Pandemi Covid-19*. ISTORIA: Jurnal Pendidikan Dan Sejarah, 17(1).
- Rahman, M. A. (2020). *Efektivitas Aplikasi Zoom Sebagai Sarana Komunikasi Kelompok Pada Mahasiswa Fisip Ilmu Komunikasi Uniska* (Doctoral Dissertation, Universitas Islam Kalimantan Mab).
- Sihombing, R. M., Sinaga, P. C., Seliqua, S., & Joharis, M. (2021, July). *Manfaat Aplikasi Zoom Meeting Terhadap Proses Pembelajaran Daring Siswa Kelas IX SMP Negeri 1 Tiga Runggu*. In Prosiding Seminar Nasional PBSI-IV Tahun 2021 Tema: Pembelajaran Bahasa dan Sastra Indonesia Berbasis Digital Guna Mendukung Implementasi Merdeka Belajar (pp. 321-326). FBS Unimed Press.
- Yulia, H. (2020). *Online learning to prevent the spread of pandemic corona virus in Indonesia*. Eternal (English Teaching Journal), 11(1).
- Arnesti, N., & Hamid, A. (2015). *Penggunaan media pembelajaran online-offline dan komunikasi interpersonal terhadap hasil belajar bahasa inggris*. Jurnal

Teknologi Informasi & Komunikasi Dalam Pendidikan, 2(1).

Umaternate, S. M. (2018). *The Difficulties on Phonological System Faced by Students on Pronunciation Practice Class at Ikip Budi Utomo Malang* (Doctoral Dissertation, University of Muhammadiyah Malang).

Adhabi, E., & Anozie, C. B. (2017). *Literature review for the type of interview in qualitative research*. International Journal of Education, 9(3), 86-97.

Nur Aisyah Putri Rusvi, U. S. R. *The Students'perceptions of Difficulties in Oral Presentation at The Eleventh Grade of Sekolah Menengah Atas Negeri 7 Pekanbaru* (Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru).

# THE USE OF ZOOM APPLICATION TO SUPPORT ONLINE LEARNING DURING PANDEMIC TIME FOR STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITY OF NUSANTARA PGRI KEDIRI

## ORIGINALITY REPORT

16%

SIMILARITY INDEX

9%

INTERNET SOURCES

6%

PUBLICATIONS

11%

STUDENT PAPERS

## PRIMARY SOURCES

1	Submitted to University of Wales, Lampeter Student Paper	4%
2	Submitted to IAIN Metro Lampung Student Paper	1%
3	Submitted to Universitas Negeri Surabaya The State University of Surabaya Student Paper	1%
4	Irza Yuzulia. "The Challenges of Online Learning during Pandemic: Students' Voice", Wanastra: Jurnal Bahasa dan Sastra, 2021 Publication	1%
5	Submitted to University of Johannesburg Student Paper	1%
6	Submitted to University of Technology, Jamaica Student Paper	1%

7	Submitted to UIN Sunan Gunung Djati Bandung Student Paper	1 %
8	eprints.ums.ac.id Internet Source	1 %
9	Submitted to Universidad Internacional de la Rioja Student Paper	1 %
10	riset.unisma.ac.id Internet Source	1 %
11	Submitted to Academic Library Consortium Student Paper	1 %
12	eprints.umm.ac.id Internet Source	1 %
13	Submitted to University of Arizona Student Paper	<1 %
14	Submitted to University of Suffolk Student Paper	<1 %
15	utns.proceedings.id Internet Source	<1 %
16	Hidya Maulida, Lianada Rizky, Yasyir Fahmi Mubaraq. "An Analysis of Students' Difficulties in Using Online Media during Online Learning Process of English Language Education Study	<1 %



# Program", Lentera: Jurnal Ilmiah Kependidikan, 2022

Publication

---

17	<a href="http://iho.int">iho.int</a> Internet Source	<1 %
18	<a href="http://www.mdpi.com">www.mdpi.com</a> Internet Source	<1 %
19	Submitted to Lebanese American University Student Paper	<1 %
20	<a href="http://jiecr.org">jiecr.org</a> Internet Source	<1 %
21	<a href="http://journal.ainarapress.org">journal.ainarapress.org</a> Internet Source	<1 %
22	<a href="http://journal.imla.or.id">journal.imla.or.id</a> Internet Source	<1 %
23	<a href="http://journal.moripublishing.com">journal.moripublishing.com</a> Internet Source	<1 %
24	Syahrial. "Utilizing online video conference platforms to teach English at universitas Bengkulu: Non-English department students' perceptions and their problems", JOALL (Journal of Applied Linguistics and Literature), 2022 Publication	<1 %
25	<a href="http://siswasehat.wordpress.com">siswasehat.wordpress.com</a> Internet Source	<1 %

---

---

Exclude quotes      On

Exclude matches      Off

Exclude bibliography      On

# THE USE OF ZOOM APPLICATION TO SUPPORT ONLINE LEARNING DURING PANDEMIC TIME FOR STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITY OF NUSANTARA PGRI KEDIRI

---

## GRADEMARK REPORT

---

FINAL GRADE

**/0**

GENERAL COMMENTS

**Instructor**

---

PAGE 1

---

PAGE 2

---

PAGE 3

---

PAGE 4

---

PAGE 5

---

PAGE 6

---

PAGE 7

---

PAGE 8

---

PAGE 9

---

PAGE 10

---

PAGE 11

---

PAGE 12

---