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EXPLORATION OF STUDENTS' PERCEPTION TOWARD READING CLASS IN ONLINE ZOOM APPLICATION

by

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Abstract:

Prior studies show gaps in using the Zoom application for language learning with various perceptions of language learning. This study attempts to reveal students' perceptions of using the Zoom Cloud Meeting Application in teaching and learning reading classes at one of the universities in Malang. Therefore, the descriptive qualitative approach was adopted for this study. The researcher collected data using a questionnaire adapted prior study (Suadi, 2021). The findings of this study suggest that the virtual reading lesson offered via the Zoom application to students majoring in communication science at one of the universities in Malang was highly welcomed by students. Aside from that, pupils thought the Zoom application might help them improve their reading skills and overcome their shyness in virtual classroom interactions. This finding further illuminates the discrepancies in students' perceptions, which may serve as consideration for using the Zoom application in teaching and learning reading.

Keywords: Student's Perception, Reading Class, Zoom Application

INTRODUCTION

Prior studies have reported on reading with specific findings. However, they used different variables and methods compared to the current study (Mustika, 2017). This study attempts to reveal students' perceptions of using the Zoom Cloud Meeting Application in teaching and

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learning reading classes at one of the universities in Malang. Reviewing several previous studies of related topics, the researchers are interested in learning what students think about this platform and Zoom as a learning tool when they use it for online learning, particularly in reading classes. Henceforth, the researchers investigated what issues arose while using the Zoom cloud meeting application. The findings serve as learning materials and references for teachers and students who want to be more cautious when utilizing software-based learning applications like the Zoom cloud meeting. The results may become a contribution to knowledge and a final record of the authors to publish an article in scholarly publishing as a part obligation (Turmudi, 2020).

Many researchers have investigated the impact of using Zoom for online language teaching and learning, mainly on speaking ability. A scholar evaluated students' attitudes toward using online learning platforms in the English classroom and the benefits of using Edmodo and Quipper (Mustika, 2017). The findings revealed that, despite low internet speeds, most participants believed that utilizing Quipper or Edmodo made English learning quick and successful. They also agreed that online learning platforms can help them better understand learning materials, practice language skills, and gain new terminology (Hikmah et al., 2021). Thus, it is urgent to disclose the aspect of reading embedded in learning using Zoom.

Reading is an interaction between the reader and the material in which all schematic knowledge interacts with the reader's social and contextual factors. Reading, understanding, and interpreting written words in articles or other reading material is a part of reading skills (Widowati & Kurniasih, 2018). Individuals with good reading skills will assimilate written work quickly while reading. Reading is a lifelong activity that can be developed. Individuals are also expected to think critically about a specific topic or subject while reading at a particular time to understand the author's intent (Elleman & Oslund, 2019). Continuous reading is the only way to improve your reading skills. A hobby is instilling a reading culture or habit as reading is a fundamental life skill (Popoola et al., 2020). It serves as the foundation for student success in school and life. Opportunities for personal fulfillment and professional success will inevitably be lost if reading skills are not developed.

As a result, the better their reading skills and knowledge in the community, the better their economy will be. It is because reading skills can benefit those who can understand English, particularly in pursuing academic skills (Harpiansi & Suryani, 2019). Despite its

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importance, reading is one of the most challenging subjects in the school system. Students' attitudes toward the purpose of the assignment impact their reading ability (Taboada Barber et al., 2018). Students must learn to read critically or analytically to get the most out of their assigned material. The idea here is that we should figure out what it means when we read something. When we read, we encounter two layers of reality: one we can see and one that we cannot see. As a result, reading aims to make the invisible layer, the underlying meaning, visible and understandable (Amin, 2019). All readers should strive to comprehend what they are reading (Brassell & Rasinski, 2008). On the other hand, the teacher's role in learning is critical in assisting students in improving their understanding through the instruction of reading strategies in the classroom.

Unfortunately, due to the Covid-19 pandemic, the teaching and learning activities usually carried out in schools had to be halted. To practice social distancing and curb the spread of the virus, the government has ordered schools and colleges to switch from face-to-face to remote or online learning due to Covid-19 (Abidah et al., 2020). Due to this rule, learning in schools and colleges is changing to online education. This practice necessitates educators' ability to design or use various online apps for the learning process to meet the learning objectives effectively (Bond & Bedenlier, 2019). Other platforms or programs have been developed to assist teachers and students in teaching and learning, and Zoom is one of the applications.

Eric Yuan founded the Zoom platform in 2011 as a web-based collaborative video conferencing technology that includes video, audio, webinars, online meetings, and more. Many universities make Zoom available to their employees and students (Serhan, 2020). Teachers and students use Zoom as an audio-visual platform to facilitate online learning, such as delivering education, communicating face-to-face, having direct conversations, and providing real-time feedback. It is the same way they would do in a traditional classroom, although they are in different locations. This is also beneficial so that teachers can guarantee that students are paying attention to them and that there is minimum confusion between them and the teachers (Kubat, 2018).

Zoom offers a variety of functions, including Zoom breakout rooms for presenting study assignments, chat rooms, and unique group communications. More than 50 people can join a Zoom meeting. It has video-calling capabilities as well as sound microphones. “If Zoom is not currently PRO, the application can be completed in less than 30 minutes

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(Kinasih, 2021). However, this does not rule out the possibility of students encountering difficulties when using the Zoom cloud meeting. A less steady internet connection is one of the issues that students and teachers confront when utilizing this application. Because their location is rural, the Zoom application performs slowly, and if the internet connection is particularly unreliable, we will instantly exit the meeting. Another issue students have is using an older OS version, which causes the Zoom cloud meeting application to be delayed or slow. It ends with various perceptions toward the use of Zoom.

Mentally, perception is concerned with the following facts. First, discernment is the mental ability to handle or use points obtained from the sense organs. (Brahma, 2020), for example, investigated the use of Zoom as media to conduct e-learning. A scholar discovered students' perception and motivation of online learning through Zoom (Nina, 2021). They discovered that many internet users, particularly those who used online learning, thought it was simple and could improve their understanding of the subject. Identity and inspiration are essential factors in determining how individuals or students perceive events. Therefore, perception is crucial to consider while measuring language development, especially in a reading class.

Reading is a crucial skill in English, and it has numerous advantages for us. Reading is like seeing through a window into the world. Reading allows people to get more knowledge and information through books, periodicals, newspapers, and other sources. (Kusumawanti, W. D., & Bharati, 2018) Explained that reading skills have the most critical role in English proficiencies; reading skills has the most critical role in students' learning success since overall learning activities are started and developed by the reading activity. Reading allows children to broaden their knowledge while also being knowledgeable and respectful. Reading skills in students must be developed. Teachers must work hard to improve their skills and abilities. Everything teachers do in reading class should boost students' capacity to comprehend more complicated textual information. An excellent technique might be an effort to improve the pupils' reading abilities. Media and strategy also help bring the class to life throughout the reading lesson. Students are required to engage in active learning by establishing excellent methods, techniques, and media. Active learning may pique students' interest in the reading lesson, as opposed to being mute or passive in the teaching and learning process with Zoom application.

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Both instructors and students in teaching and learning activities may utilize Zoom apps. The Zoom program, created by Eric Yuan and published in January 2013, is one of the video-based communication tool apps available on the website, Windows, Linux, iOS, and Android. According to Jane Wakefield, the Zoom program takes its customers' privacy seriously. This application is demonstrated by the fact that over 2,000 organizations have chosen to utilize the Zoom application, including government agencies, colleges, health services, enterprises with the most extensive financial services worldwide, and even prominent telecommunications providers.

Zoom has become well-known as an application that supports online learning; many lecturers use Zoom to interact directly with their students. Zoom in education is typically for presentations or speaking subjects so teachers and students can discuss directly without assembling in the classroom. It aids them in running the meeting. However, online learning may create a new phenomenon among teachers and students. Online classes are proving difficult for both teachers and students. Teachers struggle with covering the subject in an exciting way for the students, and the students struggle with the new teaching technique. Teachers are needed to improve the learning process.

The Zoom application includes features that can help with learning activities, such as a microphone, room chat, raising a hand, applause, and so on. It assists the speaking class in carrying out the learning activity. Lecturers may encourage their students to participate more actively in a class by asking questions. Lecturers may also have a small activity to boost students' spirits when they are following the activities. It is by conducting a quiz in which students compete to raise their virtual hand in Zoom features, and other students may use the applause feature to appreciate their friends' answers to the quiz given by the lecturer. Taking advantage of its features may assist lecturers in developing positive interactions with their students. Zoom is an excellent choice for implementing in the speaking subject because it allows teachers to connect with their students in a variety of areas directly. This strategy is suitable for use with students in order to make learning more exciting and active. The current study investigates EFL students' perceptions of using Zoom to support online learning. Teachers may use the outcome to conduct online learning through Zoom. Teachers may also benefit from this research to learn a new teaching style in online classes.

There has been much research done on online learning. For instance, “(Nina, 2021) investigated high school students’ perception and motivation in e-learning through Zoom and

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found that the students had positive and negative perceptions of using this application in e-learning, especially in English”. Some students understood the explanation when the teacher used gestures, whereas others had a negative perception when they had a poor internet connection, which made the explanation unclear.

They found a solid positive relationship between the actual use of Zoom and the students’ attitudes and purposeful behavior. In addition, there was a positive relationship between computer self-efficacy and the other variables of the study. Scholars (Alfadda & Mahdi, 2021) measured students’ use of the Zoom application. Conducted a study on using Zoom as media to conduct e-learning. This study discovered that more than 60 students had a favorable view of synchronous e-learning, such as the Zoom application (Nuraziza et al., 2021).

Nevertheless, more than 60% of students also agreed that the material and the access to the lesson were better in the offline learning”. Finally, the study reported in this article looked at the same issue of students' perceptions of Zoom when it is used in online classes. However, it focused on higher education students at one university in Malang.

To address the issue, the researchers propose a research question, *how do the students perceive the use of the Zoom application in Reading Class?*

METHOD

Design

The researchers utilized descriptive qualitative techniques in this research. Thus, this research is primarily concerned with comprehending social processes through the eyes of human participants in natural settings (Ary et al., 1970) and evaluating natural phenomena (Sugiyono, 2018). Thus, the findings would be qualitative but presented in quantitative graphics or percentages.

Participant

The participants in this study were 49 ESP Class first-semester students, and it was collected from 2020/2021, which ran from October to February. In addition, undergraduate students who utilized the Zoom application in teaching and learning activities took part in this study. One class was chosen as the sample, and the researcher gave the participants a

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questionnaire to demonstrate how they felt about the online Zoom reading lesson. Due to the worldwide Covid 19 outbreak, Google Form is the medium used to deliver the questionnaire.

Instrument

This study used a structured online questionnaire to collect data that the study's goals created (Turmudi et al., 2020). The instrument used in this study was a questionnaire adapted from a previous study (Suadi, 2021). The questionnaire has been modified to gather information on students' perceptions of the Zoom cloud meeting tool.

The Google Form questionnaire had multiple-choice formats, including A (Strongly Agree), A (Agree), N (Neutral), and D. (Disagree). In Google Forms, there were 12 multiple-choice questions. The complete questionnaire is attached.

Data Collection

Students are informed of the objective of this survey in an advanced study utilizing a Google form that is sent to students to determine their perceptions of using the Zoom application in learning activities. The students took about four days to complete the survey, and the link was distributed to 30 students. Additionally, the researcher explained how to complete the questionnaire. The participant might ask specific questions regarding the questionnaire via WhatsApp group chat to ensure that all participants understand it.

Data Analysis

The data were manually analyzed in Microsoft Excel and given a %age. In addition, each survey answer will be examined to learn more about how students feel about utilizing the Zoom cloud meeting tool. The researcher analyzed the data from the questionnaire after the subjects completed it. The researcher analyzed the data from the questionnaire and the Google form replies. Thus, the results of the replies were expressed as a percentage (%) that the researcher used to summarize the participant's reactions to the questionnaire.

FINDING AND DISCUSSION***Finding***

The researcher distributes the questionnaire to find out about students' Perceptions of using the Zoom application to 49 FLSP students at one of the universities in Malang; those 49

students are majoring in communication in the first semester. Twelve questions were distributed to the students with four answers: strongly agree, agree, neutral, and disagree.

The findings from the students' questionnaire are reported in Tables 1, 2, and 3 as follows:

Table 1

No	Response			
	Strongly Agree	Agree	Neutral	Disagree
1. I think the use of Zoom can help me to understand Reading material better	28.9%	37.8%	31.1%	0.0%
2. I think the use of Zoom is strategic for learning reading, especially for discussion and question-answer	24.4%	48.9%	24.4%	0.0%
3. I think the use of Zoom is strategic for learning English, especially for submitting the assignment	8.9%	35.6%	46.7%	8.9%
4. I think the use of Zoom in the learning English process saves time, energy, and low cost	15.6%	37.8%	35.6%	11.1%
5. I think the use of Zoom in ELT can help students to practice Reading	17.8%	44.4%	28.9%	8.9%

Note: *Strongly Agree = A Agree = A Neutral = N Disagree = D*

Table 1 in question 1 shows that most students (SA = 28.9% A = 37.8%) in this research considered positive for the use of Zoom to understand reading better. Although a significant number of students also stated neutral (N = 31.1%), most students dominantly perceived that using Zoom helps them learn English (SA+A = 66.7%). The rest respondents (0.0%) stated disagreed. The conclusion is that using Zoom was rated positively by learners because it helps them learn reading.

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Students had good attitudes toward Zoom usage for learning reading, particularly for discussion and question and answer sessions, as indicated in table 1 for question 2 (SA = 9.4 % and A = 32.1 % total = 41.5 %). However, the remaining respondents (0.0 %) answered that they disagreed and that their opinion was the same as the first question, whereas the response was neutral (24.4 %). This datum means that using Zoom to promote comprehension of reading content, debates, and questions and answers is a strategic advantage.

Students gave Zoom in ELT a favorable rating, notably for submitting assignments (SA = 8.9 % and A = 35.6 %). However, when we examine the %ages in question 3, it becomes clear that students have flexible time and mobility to complete assignments and may email them anywhere at any time. Those who rate disagree, on the other hand (8.9 %). Furthermore, students scored neutral (46.7 %) relatively high, indicating that they are in the middle: they get an advantage while having problems utilizing Zoom and WhatsApp to complete assignments.

In question 4, students had favorable sentiments (SA = 15.6 % and A = 37.8 %, total: 53.4 %) regarding adopting Zoom to save time and effort while offering inexpensive expenses. However, it is worth noting that a sizable number of pupils rated poorly (11.1 %). They do not believe Zoom can save time, effort, or money. The %age of those who are undecided is 35.6 %. Even though it is less than the number of students who rate positive and negative, it is inferred that saving time, effort, and cheap costs indicates that using Zoom in ELT does not apply. Their perception is sometimes thought to be correct, while other times, it is not.

In response to question 5, students strongly agree (17.8 %) and (44.4 %) that utilizing Zoom can help them practice reading. However, they also gave it a poor rating (8.9 %). This finding suggests that they prefer to practice reading aloud in a regular classroom context. Students also picked neutral (28.9 %) with a pretty high %age.

Table 2

Question	Response				
	No	Strongly Agree	Agree	Neutral	Disagree
6. I think using Zoom can help the students improve their vocabulary mastery.		35.6%	33.3%	44.4%	8.9%
7. I think using Zoom can eliminate hesitation/		15.6%	42.2%	33.3%	8.9%

No	Question	Response			
		Strongly Agree	Agree	Neutral	Disagree
	unconfidence in practicing reading.				
8.	I think the use of Zoom makes teaching-learning reading more effective.	13.3%	37.8%	46.7%	0.0%
9.	I think Zoom in ELT facilitates the interaction and communication between lecturers and students far better.	20%	35.6%	44.4%	0.0%
10.	I think the use of Zoom is challenging, mainly for a smartphone.	13.3%	22.2%	35.6%	28.9%

Note: Strongly Agree = SA Agree = A Neutral = N Disagree = D

Most students (SA = 35.6 % and A = 33.3 %) responded positively to question 6, indicating that using Zoom can help them enhance their vocabulary mastery. It is based on their expertise in online learning with numerous English phrases utilized in the Zoom application’s functionality. Then provide them the option of accessing reading material online, such as Google. Only a tiny number of them were negative (8.9 %). In this environment, kids may find it challenging to obtain through Google and prefer to improve their vocabulary understanding directly in the classroom. Furthermore, 44.4 % of students chose a neutral option.

In question 7, most students report a favorable attitude (SA = 15.6 % and A = 42.2 %) that Zoom usage helps lessen feelings of uncertainty or insecurity when practicing reading. However, the majority of pupils are passive in-class engagement and involvement. These figures demonstrate that this may be remedied by utilizing the Zoom platform on ELT, where kids can practice freely without feeling frightened or intimidated by their peers. There were 33.3 % of indifferent students, and just 8.9 % of students thought this attitude was negative.

Regarding using Zoom to improve reading learning effectiveness, as demonstrated in question 8, most students reported a favorable view, with 13.3 % strongly agreeing and 37.8 % agreeing. The overall proportion of people who strongly agree or agree is 51.1 %. While the negative number is 0.0 %, and the neutral %age is 46.7 %. According to this closed questionnaire, Zoom in ELT made reading learning more successful, even though, as

indicated in the table above, the neutral attitude was more significant than the preceding questions.

Question 9 reveals that most students (SA = 20% and A = 35.6 %, 55.6 %) favor utilizing Zoom to enhance engagement and communication between lecturers and students. Students and lecturers may connect and communicate frequently using this online platform, which is not restricted by time, place, or cost. Students can consult, ask questions, and even confirm the English course material. Simultaneously, a professor can flexibly accommodate them. While some impartial students scored 44.4 %, those who disagreed did not exist.

The student's interpretation of question 10 is rather shocking. They had favorable impressions of the difficulties of utilizing Zoom on cell phones. This opinion makes sense since only some peoples' smartphones have enough storage space to install the Zoom application. Therefore, it is no surprise that students reacted well (SA = 13.3 % and A = 22.2 %, for 35.5 %). Furthermore, some students were ambivalent (35.6 %). It might be because they would find it challenging to utilize the Zoom program in a presentation where they had to share their PowerPoint screen, which could be challenging due to the tiny screen size. Of course, using a PC/laptop to share the screen with a larger screen size than a smartphone will be more straightforward.

Table 3

No	Question	Response			
		Strongly Agree	Agree	Neutral	Disagree
11.	I think the use of Zoom is complicated due to the low-speed internet connection	35.6%	24.4%	37.8%	0.0%
12.	I think the use of Zoom is complicated because of the low economy	17.8%	22.2%	37.8%	22.2%

Note: Strongly Agree = A Agree = A Neutral = N Disagree = D
Adapted from (Suadi, 2021)

Students are also affected by this situation since they have significant issues with their internet connection. In addition, there is limited smartphone storage, and poor internet connection circumstances can also be a significant issue. Logically, most students rate positively (SA = 35.6% and A = 24.4%) when asked about their view of utilizing Zoom to

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solve low-speed internet connection difficulties. On the other hand, some students (37.8 %) assess the internet connection as neutral because they believe Wi-Fi can address it.

Questions 10 and 11 are related to question 12. Low-quality smartphones, slow internet connection, and the primary culprit are due to a lack of funds. Students rated this element favorably (SA = 17.8 % and A = 22.2 %). As many as 40% of respondents feel that utilizing Zoom is challenging for pupils from low-income families. In contrast, some students (37.8 %) were ambivalent about this perspective. Those who disagreed reached (22.2 %); that poor economic class is not a severe issue that exacerbates the usage of Zoom.

Discussion

Each student has a different perception based on field studies, including information concerning student impressions of using the Zoom program in reading sessions. For example, some pupils expressed a good attitude, while others said or demonstrated a negative attitude (Archibald et al., 2019). However, most students feel that using the Zoom program in reading sessions is beneficial (Turmudi & Ratini, 2022). A shaky or unreliable internet connection is the primary issue with Zoom in reading lessons.

The students believed that using the Zoom program may significantly improve their understanding of English in reading class. Furthermore, they felt that online or virtual classrooms through Zoom were advantageous for discussions, questions and answers, and the distribution of assignments (Suadi, 2021). According to some scholars, the online system has many potentials". It plays a vital role in language acquisition, especially in reading courses, where the internet is now available to lecturers and students (Cakrawati L. M., 2017) and (Zamari, Adnana, SL, & J, 2012).

In reading sessions, students can use online tools to acquire texts and other learning materials to help with language acquisition. Furthermore, the employment of Zoom is said to be capable of saving money, energy, and expenditures (Turmudi & Ratini, 2022). In contrast, in a face-to-face classroom setting, students will require cash for transportation from home to university, pocket money for eating and drinking on the way to campus, and, of course, a lot of time and energy. However, these fees may be reduced using the Zoom application and merely require money to purchase internet data. According to Tristin Hartono's comment, the Zoom application can support up to 100 individuals in a single conference. Furthermore, he

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feels that this program is simple to use, with users simply needing to register for free by smartphone or online.

Furthermore, using Zoom in reading lessons might assist pupils in enhancing their reading abilities and vocabulary proficiency. This improvement happens because they function in English while utilizing this online platform and may easily access online information about their issues. “This is consistent with the previous research findings of (Wijayanti & Gunawan, 2018), which discovered that online learning could help students increase their vocabulary mastery. Furthermore, Zoom in reading sessions can help students practice reading, improve teaching and learning, and increase lecturer-student engagement and communication. However, there are several disadvantages to employing Zoom. The most significant limitation in its utilization is a poor internet connection, as the Zoom program requires a solid internet connection to function correctly.

CONCLUSION AND IMPLICATION

Conclusion

The study’s findings showed that the virtual reading lesson for students majoring in communication science at one of the universities in Malang, delivered using the Zoom application, was well received by students. Although poor internet connections might make it difficult to utilize them in reading sessions, they are also deemed effective and efficient in terms of time, space, and money. Furthermore, students believed the Zoom program might help them enhance their reading abilities and overcome their shyness in virtual classroom interactions.

Limitation

For future research, the researcher hopes that the next researcher will broaden the scope to include 49 respondents from one class, as in this study, as well as different universities and regions: city and remote areas. The researcher also hopes that data collection will not be limited to closed-ended and open-ended questionnaires but will also include oral interviews.

Implication

According to the study’s findings, the researcher recommends that, in order to address the internet connectivity issue, the campus, in collaboration with the government, allocate

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sufficient funds to build some accessible WIFI service locations. They also build supporting infrastructure, such as internet towers. Furthermore, assistance in the form of internet data must be provided to students from low-income families.

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Appendices

Questionnaires

1. I think using Zoom can help me understand Reading material better.
2. I think using Zoom is strategic for learning reading, especially for discussion and question-answer.
3. I think using Zoom is strategic for learning English, especially for submitting the assignment.”
4. I think using Zoom to learn English saves time, energy, and low cost.
5. I think using Zoom in ELT can help students practice reading.
6. I think using Zoom can help the students improve their vocabulary mastery.
7. I think using Zoom can eliminate hesitation/unconfidence in practicing reading.
8. I think using Zoom can eliminate hesitation/unconfidence in practicing reading.
9. I think using Zoom in ELT facilitates the interaction and communication between lecturer and students far better.
10. I think using Zoom is challenging, mainly by smartphone.
11. I think using Zoom is very difficult due to a low-speed internet connection.
12. I think using Zoom is very difficult because of the low economy.