Students' Perceptions on Using Zoom Application in Debate Course during Crisis Remote Teaching

By Mohammad Fatoni, Rafif Ariq Luqman, Khoirul Wafa

Students' Perceptions on Using Zoom Application in Debate Course during Crisis Remote Teaching

Mohammad Fatoni[1], Rafif Ariq Lukman[2], Khoirul Wafa[3]

[1,2,3] *Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro*, Indonesia
Corresponding author. E-mail address: mohammadfatoni@unugiri.ac.id

ABSTRACT

This research aims at knowing the students' perception towards using zoom application in debate course during crisis remote teaching. The government of Indonesia gave an order to the Higher Education Commission asked to start preparing for crisis remote teaching via online learning modes, rescheduled all of the exams given, and helped the students online learning until the COVID-19 crisis remained unchanged. Online learning is the leading choice for instruction within the middle of the Covid-19 flare-up. In Indonesia, not all students are commonplace with the online learning framework so this has become a new thing that requires adjustment. The research design used is mix method in this research. There are 26 university students who participate in this research. The result of this research was presented quantitatively and descriptively to reveal the students' perceptions and difficulties comprehensively. The research finds ZOOM Application gets positive perception because it is effective and comfortable. The questionnaire about the effectiveness of debate learning through ZOOM during the Covid-19 pandemic is strongly agree 11 students (42.3%), agree 10 students (38.5%), neutral 0 student (0%), disagree 2 students (7.7%), strongly disagree 3 students (11.5%). The comfortable learning through the ZOOM app is strongly agree 3 students (11.5%), agree 6 students (23.1%), neutral 2 student (7.69%), disagree 10 students (38.5%), strongly disagree 5 students (19.2%). However, the problems that the students face are internet connection. The problems with the operator signal when taking a Debate class via ZOOM during the COVID-19 pandemic are strongly agree 10 students (38.5%), agree 14 students (53.8%), neutral 0 student (0%), disagree 2 students (7.7%), strongly disagree 0 student (0%). It is suggested that zoom app is still appropriate to be used in debate course class due to many advantages than the problems that emerge during crisis remote teaching.

Keywords: Perceptions, ZOOM Meeting, Debate Course, Crisis Remote Teaching.

INTRODUCTION

As of 14th March 2020, cases of COVID-19 in the country were 165,062, with 3,229 deaths. In that situation, as the enormous reaction to the COVID-19, all of the educational institutions in the country were closed by Indonesian government on 16th June 2020. The government of Indonesia gave an order to the Higher Education Commission asked to start preparing for crisis remote teaching via online learning modes, reschedule all of the exams given, and help the students online learning until the COVID-19 crisis remains unchanged. We had to face this situation and also start every learning via online in Indonesia, there are still activities of education that impose the students make face-to-face meetings in class. However,

1

with the Covid-19 pandemic struck in Indonesia, all activities must be done at home to prevent it from spreading.

Online learning is the leading choice for instruction within the middle of the Covid-19 flare-up. In Indonesia, not all students are commonplace with the online learning framework so this has become a modern thing that requires adjustment. Students' sees of this learning framework will moreover shift. Subsequently, this study examines how students' views on online learning are connected in their teaching. In other words, research is needed to know that within the middle of the Covid-19 widespread understudies were still learning well or not through the online learning framework. The investigation understudy discernments almost application that more justifiable on talking lesson after encountering the learning preparation through online learning should be done.

There are some researches about online learning that use ZOOM Meeting, Mihhailova (2006) claims online learning is not unacceptable for the students because the students do not have any knowledge of the software that they used and another study from El-Seoud et al (2014) using online learning totally give so much motivation and involvement for students even though some of students must own the special ability and tools for make it without any trouble. And research from Danin Haqien (2020) ZOOM Meeting is better applicationbecause the application can make the students communication orally than other application that conducted written communication activities. Anggraini et al., (2021) claims learning English through online learning has many advantages, such as students can be more independent to learn so that they do not depend on the teacher, time and place to learn can also be flexible anytime and anywhere. There are two research problems propose in this research. They are what the Students' Perception on using ZOOM in debating course during Covid-19 Pandemic are and what the students' difficulties found in using ZOOM in debating course during Covid-19 Pandemic are. Therefore, it is needed to investigate about students' perception on using zoom application in debate course during crisis remote teaching that the understudy has utilized in debate.

METHOD

The method used in the research was mix method. This method combined between quantitative and qualitative research data. This research took place in Nahdlatul Ulama Sunan Giri University which located in St. Jendral Ahmad Yani No.10, Jambean, Sukorejo, Bojonegoro. And the participant of this study was 26 students, with 22 female students and 4 male who are involved. In this study, the researchers used three instruments, namely observation, questionnaires, and interviews. First, the researcher did the observation in 4 times meetings. Secondly, the researcher shared the questionnaire in the google form and the last was an interview with some of the participants. In conducting this study, the researcher conducted close-ended responses to questions in a web questionnaire using Google Form. Closed questions were structured because they can produce frequently responses that can be received by treatment and statistical analysis. And after being validated, the next step was to distribute questionnaires and conduct interviews with English language education students to collect valid data. The researcher made an electronic questionnaire in the form of a Google Form, at that point distributed it to Whatsapp group of sixth semester of Nahdltul Ulama Sunan Giri University 2020/2021.

FINDINGS AND DISCUSSION

Based on the observation done by the researcher using field note, the lecturer started the class on time as always but needed a little bit prepared for the class, and needed more time to gather all of the students to join in ZOOM until 30 minutes the lecturer asked to some of the students to give an announcement to other students that class has begun, finally there were some students were not able to join the class because of some reasons, and some of them also absent without any reasons.

The second observation was started by the same condition just like on the first observation, but while the class was going, there were several things that happened, there were some of the students got difficulty entering the class because the signal was bad, this information was shared by other students that got information from WhatsApp group.

Several times later there were some of the participants who did not respond to the lecturer even though the participants were still online and on a good connection, in the other side, there were students that reconnecting because the weather gives an impact on the signal. And for information, the students only turn on the video when they get a turn to speak up or they wanted to ask.

There were a few students got trouble entering the lesson since the signal was terrible, this information was shared by other students that got information from the WhatsApp group. the last observation, the observation was begun by the same condition rather like on the previous observation, but while the lesson was going, there were a few things that happened, there were a few of the students got trouble entering the course since the signal was awful, this information was shared by other students that got information from WhatsApp group.

In this questionnaire, there were fifteen questions about students' perceptions on using zoom using zoom application in debate course online. The questions used within the survey to investigate two research issues around students' perceptions. It is suggested to utilize an adjusted Likert scale for cases with 5 levels, SA (Strongly Agree), A (Agree), N (neutral), DA (Disagree), SDA (Strongly Disagree).

Table 1. Questionnaire data about students' perceptions

No. Statements	Questionnaire statements	Scale	Frequency	Percentage
1.	The lecturer explains the debate material well through ZOOM	SA	4	15.4 %
		A	17	65.4 %
		N	0	0 %
		DA	4	15.4 %
		SDA	1	3.8 %
		SA	11	42.3 %

2.	Debate learning through ZOOM is effective during the Covid-19 pandemic	A	10	38.5 %
		N	0	0%
		DA	2	7.7 %
		SDA	3	11.5 %
3.	Your Debate skills improve during learning through ZOOM	SA	3	11.5 %
		A	12	46.1 %
		N	2	7.69%
		DA	8	30.8 %
		SDA	1	3.8 %
4.	You are motivated and enthusiastic to learn Debate through ZOOM during the Covid-19 pandemic	SA	2	7.7 %
		A	12	46.2 %
		N	0	0%
		DA	11	42.3 %
		SDA	1	3.8 %
5.	You are comfortable with distance learning through the ZOOM app	SA	3	11.5 %
		A	6	23.1 %
		N	2	7.6%
		DA	10	38.5 %
		SDA	5	19.2 %
6.	You feel your Debate skills have improved by learning speaking through ZOOM	SA	3	11.5 %
		A	13	50 %
		N	0	0%

4

	during the COVID-19 pandemic	DA	6	23.1 %
		SDA	4	15.4 %

In this questionnaire, the students state the lecturer explains the debate material well through ZOOM were strongly agree 4 students (15.4%), agree 17 students (65.4%), neutral 0 student (0%), disagree 4 students (15.4%), strongly disagree 1 student (3.8%). Debate learning through ZOOM is effective during the Covid-19 pandemic was strongly agree 11 students (42.3%), agree 10 students (38.5%), neutral 0 student (0%), disagree 2 students (7.7%), strongly disagree 3 students (11.5%). The students' debate skills improve during learning through ZOOM was strongly agree 3 students (11.5%), agree 12 students (46.1%), neutral 2 student (7.69%), disagree 8 students (30.2%), strongly disagree 1 student (3.8%). The students are comfortable with distance learning through the ZOOM app was 3 students (11.5%), agree 6 students (23.1%), neutral 2 student (7.69%), disagree 10 students (38.5%), strongly disagree 5 students (19.2%). The students feel their debate skills have improved by learning speaking through ZOOM during the COVID-19 pandemic was 3 students (11.5%), agree 13 students (50%), neutral 0 student (0%), disagree 6 students (23.1%), strongly disagree 4 students (15.4%).

The primary research issue is investigating students' perceptions on utilizing the zoom application in debate courses online. To reply the primary research question, the researcher distributed questionnaires, there are 26 students voluntarily participating in filling out the questionnaire. In addition, the researcher moreover conducted interviews with five students to strengthen and get extra data. As a theoretical basis related to students' perceptions of using zoom, there a past study from Mihhailova (2006) which conducted a study to investigate how the use of E-Learning as an internationalization technique in higher education by investigating the perceptions of teachers and students and the comes about that the use of E-Learning isn't suitable for different subjects, this is often due to low student information about the use of E-Learning. According to the data obtained from the questionnaire showed the highest frequency with a percentage of 65,4% agree with the question, and after further interview also the response of participants tell that the lecturer explain the material well and was understandable. Based on the data above, it is known that the lecturer does her job well to explain the material. This is as explained about the quality of teaching in a virtual environment, on the research from Mihhailova, lecturers are concerned about the quality of teaching in a virtual environment, it can be concluded that on this research the response of the question tells us that the quality of role of explaining material is understandable by the students. So, this research is in line with the research from Mihhailova.

It is by the previous study from Abou El-Seoud et al., (2014) claims online learning will increase student motivation and involvement to memorize and offer assistance for them gotten to be independent learners. And the result of this research is similar with this previous study from el-seoud, but the difference is only the application that is used for class. Then the students feel the same time with their ability that grew up because of debate class in ZOOM. Students spirit, while they are in class, in this section the data obtained from the questionnaire, showed that the highest frequency with a percentage of 46,2% agree with the question but there are high responses also in percentage 42,3% in disagreeing with the question, and the similar result also from the interview showed a similar result, there are students that agree with this

case and in another side also there is a student that disagrees about the statement, of course, they have the reason of their response of the statement from the observation also the researcher can see there is some preparation from the lecturer and some of the interesting presentations from her that make the students feel they enjoy the class but in another side, there is some of the trouble that they have to face in meeting that makes them feel annoyed with it and downgrade their spirit. Teaching English by using zoom also affected the students independent learning and managing time (Bawanti & Arifani, 2021; Kustiyani, 2021; Suardi, 2020)

Table 2. Questionnaire data about students' Difficulties

No. Statements	Questionnaire statements	Scale	Frequency	Percentage
1.	*You want to learn the learning media used by teachers during the Covid-19 pandemic*	SA	5	19.2 %
		A	19	73.1 %
		N	0	0%
		DA	2	7.7 %
		SDA	0	0 %
2.	*You ask the lecturer when you have difficulty learning Debate through ZOOM*	SA	1	3.8 %
		A	21	80.8 %
		N	0	0%
		DA	3	11.5 %
		SDA	1	3.8 %
3.	*You are diligent in doing the Debate assignments given by the teacher through ZOOM during the Covid-19 pandemic*	SA	4	15.4 %
		A	13	50 %
		N	2	7.69%
		DA	3	11.5 %
		SDA	4	15.4 %
4.	*You are still learning Debate even though there are no assignments during the Covid-19 pandemic*	SA	2	7.7 %
		A	18	69.2 %
		N	0	0%
		DA	6	23.1 %
		SDA	0	0 %
		SA	9	34.6 %

5.	*You have problems with the device you are using in participating in Debate learning through ZOOM during the COVID-19 pandemic*	A	13	50 %
		N	0	0%
		DA	4	15.4 %
		SDA	0	0 %
6.	*You are having problems with the operator signal you are using when taking a Debate class via ZOOM during the COVID-19 pandemic*	SA	10	38.5 %
		A	14	53.8 %
		N	0	0%
		DA	2	7.7 %
		SDA	0	0 %
7.	*You face limited internet quota in participating in debate lessons through ZOOM during the COVID-19 pandemic*	SA	10	38.5 %
		A	11	42.3 %
		N	0	0%
		DA	5	19.2 %
		SDA	0	0 %
8.	*You get assistance in the form of internet quota subsidies in participating in Debate learning through ZOOM during the COVID-19 pandemic*	SA	4	15.4 %
		A	15	57.7 %
		N	0	0%
		DA	6	23.1 %
		SDA	1	3.8 %
9.	*You often miss class in Debate learning via ZOOM during the COVID-19 pandemic*	SA	3	11.5 %
		A	7	26.9 %
		N	0	0%
		DA	12	46.2 %
		SDA	4	15.4 %

In this questionnaire, the students want to learn the learning media used by teachers during the Covid-19 pandemic were strongly agree 5 students (19.2%), agree 19 students

(73.1%), neutral 0 student (0%), disagree 2 students (7.7%), strongly disagree 0 students (0%). The students ask the lecturer when you have difficulty learning Debate through ZOOM were strongly agree 1 student (3.8%), agree 21 students (80.2%), neutral 0 student (0%), disagree 3 students (11.5%), strongly disagree 1 student (3.8%). The students are diligent in doing the Debate assignments given by the teacher through ZOOM during the Covid-19 pandemic was strongly agree 4 students (15.4%), agree 13 students (50%), neutral 2 student (7.69%), disagree 3 students (11.5%), strongly disagree 4 students (15.4%). The students are still learning Debate even though there are no assignments during the Covid-19 pandemic were strongly agree 2 students (7.7%), agree 18 students (69.2%), neutral 0 student (0%), disagree 6 students (23.1%), strongly disagree 0 students (0%). The students have problems with the device you are using in participating in Debate learning through ZOOM during the COVID-19 pandemic was strongly agree 9 students (34.6%), agree 13 students (50%), neutral 0 student (0%), disagree 4 students (15.4%), strongly disagree 0 students (0%). The students are having problems with the operator signal you are using when taking a debate class via ZOOM during the COVID-19 pandemic was strongly agree 10 students (38.5%), agree 14 students (53.8%), neutral 0 student (0%), disagree 2 students (7.7%), strongly disagree 0 students (0%). The students face limited internet quota in participating in debate lessons through ZOOM during the COVID-19 pandemic was strongly agree 10 students (38.5%), agree 11 students (42.3%), neutral 0 student (0%), disagree 5 students (19.2%), strongly disagree 0 students (0%). The students get assistance in the form of internet quota subsidies in participating in Debate learning through was strongly agree 4 students (15.4%), agree 15 students (57.7%), neutral 0 student (0%), disagree 6 students (23.1%), strongly disagree 1 student (3.8%). The students often miss class in Debate learning via ZOOM during the COVID-19 pandemic was strongly agree 3 students (11.5%), agree 7 students (26.9%), neutral 0 student (0%), disagree 12 students (46.2%), strongly disagree 4 students (15.4%).

The second research problem is investigating students' difficulties found in using ZOOM in debating courses during the Covid-19 Pandemic. Students show up to have an interest in e-courses, but the level of knowledge regarding specifics of web-based learning as well as approximately e-courses offered was unexpectedly low. The first is about the students want to learn about the application or not in this point the data obtained from the questionnaire showed that the highest frequency with a percentage of 73.1% Agree with the questions presented. Then deepened with interviews the results obtained that the answers of dominant students want to learn the learning media used by the lecturer. So many of the students feel enjoy learning about the ZOOM Meeting application (Sandu et al., 2021) .

The third is about students are often doing the task from the lecturer. The fourth is about students still learn the debate even though there is no task. In this point the data obtained from the questionnaire showed that the highest frequency with a percentage 50% agree with the questions presented and 34,6% strongly agree with the questions, it means many of them to get trouble with their device because of some reasons, but the date that collected from the interview some of them are fine, their device can handle it, but according to the observation the researcher prefers to make an opinion that many of them get trouble with the device because almost every minutes there is one or several students are detected get any problem, overheating or other problem (Aurelliani, 2021; Mundiri et al., 2021; Saha et al., 2021).

Students' get any free data of cellular from the government or not. From the analysis of the data above, the researcher found that students' perceptions opportunities and challenges in using ZOOM in debating courses during the Covid-19 Pandemic differed from one another. Using ZOOM in debating during this pandemic has advantages and disadvantages, where the

effects felt by students are also different. Students have difficulty learning because the learning system used during the pandemic have never been done previously (Pengnate & Rattanapong, 2021). Based on students' responses to fill questionnaires and interviews, students' perceptions of using zoom while studying at home is positive, and the ZOOM Meeting is quite helpful in learning debate during the Covid-19 pandemic.

CONCLUSION

The first perception is the positive perception of students about learning English debate using ZOOM Meeting during the Covid-19 pandemic, some of them stated that learning English while at home is quite good. They argue that this method is arguably quite effective because it is the only way out to keep learning online as long as the Covid-19 pandemic is still taking place in Indonesia, so they can still learn even if not directly in school. Students said that learning English debate using ZOOM Meeting during the Covid-19 pandemic, was quite difficult, as the material delivered by the teacher was not well received, and the lack of questions and answers interactions during online learning in students not understanding. In addition, the ineffectiveness of this learning system also makes some students lazy to learn, and on another side, there is some problem that students must do other activities during the class.The researcher found so many difficulties that students face in virtual meetings using ZOOM Meeting in debate class, the first difficulty, in general, is about their device, almost all of them face the same problem, at the beginning of the class the students start to find the problem of it, but sometimes they can solve it by themselves, but not all of them.

REFERENCES

Abou El-Seoud, M. S., Taj-Eddin, I. A. T. F., Seddiek, N., El-Khouly, M. M., & Nosseir, A. (2014). E-learning and students' motivation: A research study on the effect of e-learning on higher education. *International Journal of Emerging Technologies in Learning (IJET)*, *9*(4), 20–26.

Anggraini, I., Jamaluddin, J., & Amalia, S. (2021). *STUDENTS'PERCEPTIONS OF ONLINE LEARNING ENGLISH DURING THE COVID-19 PANDEMIC*. UIN Sulthan Thaha Saifuddin Jambi.

Aurelliani, D. (2021). *USING SPARKOL VIDEO SCRIBE WITH ZOOM APPLICATION TO IMRPOVE STUDENTS'SPEAKING SKILL OF THE TENTH GRADE OS SMA LIFEKILL TEKNOLOGI* .... repository.univ-tridinanti.ac.id. http://repository.univ-tridinanti.ac.id/id/eprint/3647

Bawanti, P. K. D., & Arifani, Y. (2021). The Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning at Ban Loeiwangsai School, Loei .... *Journal of English Teaching, Literature* http://journal.umg.ac.id/index.php/jetlal/article/view/2212

Haqien, D., & Rahman, A. A. (2020). Pemanfaatan zoom meeting untuk proses pembelajaran pada masa pandemi covid-19. *SAP (Susunan Artikel Pendidikan)*, *5*(1).

Kustiyani, A. (2021). Implementation problem based learning model using zoom meeting application. *Journal of Physics: Conference Series*. https://iopscience.iop.org/article/10.1088/1742-6596/1823/1/012077/meta

Mihhailova, G. (2006). E-learning as internationalization strategy in higher education: Lecturer's and student's perspective. *Baltic Journal of Management*.

Mundiri, A., Mahmud, M. E., Ubaidillah, M., & ... (2021). Learning Agility During Pandemic; Outstanding Strategy in Language Learning by Using Zoom Application. *Journal of Physics* https://iopscience.iop.org/article/10.1088/1742-6596/1779/1/012066/meta

Pengnate, W., & Rattanapong, C. (2021). A Study of Students' Satisfaction on English Instruction Using Zoom Application. *2021 6th International* https://ieeexplore.ieee.org/abstract/document/9465873/

Saha, S., Roy, H., & Ray, K. (2021). *Online anatomy lecture using zoom application and its learning experience of undergraduate medical students*. researchgate.net. https://www.researchgate.net/profile/Satyajit-Saha-4/publication/353599796_O_R_I_G_I_N_A_L_A_R_T_I_C_L_E_Online_anatomy_lecture_using_zoom_application_and_its_learning_experience_of_undergraduate_medical_students/links/6104f7351ca20f6f86ed91eb/O-R-I-G-I-N

Sandu, R., Karim, S., & Kayastha, M. (2021). E-Learning Challenges Using Zoom and Application of Artificial Intelligence To Improve Learning in Australia Higher Education Institutes. *Part of the MULTI CONFERENCE ON ...*, *Nadezhda 2020*, 109–114. https://biblio.ugent.be/publication/8717390/file/8717395#page=124

Suardi, M. (2020). The Effectiveness of Using the ZOOM Cloud Meetings Application in the Learning Process. *International Conference on Science and Advanced* https://ojs.unm.ac.id/icsat/article/view/17730

Students' Perceptions on Using Zoom Application in Debate Course during Crisis Remote Teaching

ORIGINALITY REPORT

9%

SIMILARITY INDEX

PRIMARY SOURCES

1	repository.ikippgribojonegoro.ac.id Internet	115 words —	3%
2	docplayer.info Internet	72 words —	2%
3	www.emeraldinsight.com Internet	49 words —	1%
4	repo.iain-tulungagung.ac.id Internet	37 words —	1%
5	www.coursehero.com Internet	24 words —	1%
6	www.islamiahcollege.edu.in Internet	14 words —	< 1%
7	ejurnal.binawakya.or.id Internet	9 words —	< 1%
8	Rostime Hermayerni Simanullang, Afnijar Wahyu, Hendry Kiswanto Mendrofa. "The Satisfaction of Health Students to Online Learning Methods During the Covid-19 Pandemic", Jurnal Aisyah : Jurnal Ilmu Kesehatan, 2021 Crossref	8 words —	< 1%

9 awej.org
Internet
8 words — < 1%

10 un-pub.eu
Internet
8 words — < 1%

11 Gerda Mihhailova. "E‑learning as internationalization strategy in higher education", Baltic Journal of Management, 2006
Crossref
7 words — < 1%

12 Xu Zhao, Jingyang Wang, Mengyu Wang, Xuesong Li, Xia Gao, Chunlei Huang. "A new model for assessing the impact of environmental psychology, e-learning, learning style and school design on the behavior of elementary students", Kybernetes, 2020
Crossref
7 words — < 1%

13 Mohammad Fatoni, Moh. Zainuddin. "An Analysis of Students' Perceptions in Implementation 2013 Curriculum on Senior High School English Language Teaching (ELT) in Bojonegoro", Jurnal Pendidikan Edutama, 2021
Crossref
5 words — < 1%

EXCLUDE QUOTES   ON
EXCLUDE BIBLIOGRAPHY   ON

EXCLUDE MATCHES   OFF