

Students' Perceptions of The Use of Zoom Applications on The Final Exam in English Language Education Departments

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Abstract

The change in the implementation system of Mobile Instant Messaging-based academic activities has the most significant impact on students in the learning process, especially during the COVID-19 pandemic. Therefore, the purpose of this study was to determine students' perceptions of the use of the Zoom application in the final examination at the UHO English Education Department. The design of this research is true experiments. True experiments were chosen, because these types of experiments can control external variables that affect the course of the experiment. So that the quality of the implementation of the research design (internal validity) is high. The sample used as many as 44 respondents. The data obtained through the collected questionnaires were then analyzed. The results reveal that virtual classes during the final exam for students in the form of Zoom are considered to have a positive impact on students. There is an increase in student knowledge in using information and communication technology. The Zoom app is very easy to use, and very useful for virtual exams. Overall, students like this application during the final exam.

Keywords: Students' Perception, Zoom Application, Final Exam

INTRODUCTION

The emergence of COVID 19 in Indonesia has had a tremendous impact on the world of education without exception in colleges and universities. As a precaution against the spread of COVID 19 in Kendari, all academic activities; lectures, mentoring, and exams are carried out online by utilizing technology and internet network connections. The process of studying and learning at universities online has been widely applied in various universities even before the COVID pandemic.

During this pandemic, the lecture process and final examination assessment for college and university students underwent very significant changes. All

academic activities that are usually carried out on campus must now be carried out at home. Not only students, lecturers and education staff are forced to carry out all activities from their respective homes. Therefore, the lecture and assessment process are carried out online or based on a network as a precaution against the spread of COVID 19 based on government regulations. The online learning system (on the network) is a learning system and exam without face to face directly between lecturers and students, but is enforced with online procedures that utilize the internet network. Khatimi (2006) defines e-learning as learning that is supported by digital electronic media and tools. According to

Kumar Basak, Wotto, & Bélanger (2018), there are several types of E-Learning, namely online learning, distance learning, mixed learning, and M-Learning.

Online lecture is a form of internet use that can increase the role of students in the learning process (Saifuddin, 2016). Computer-based tests have been widely applied in several universities as a form of the development of the lecture process in the digital era, namely exam assessment activities through computer devices and connected to an internet connection. In general, the implementation of network-based exams is a process that utilizes electronic devices such as computers, laptops, and even smart cellular phones (smartphones).

Sadiman (2009) explains that the media is an intermediary or messenger from the sender to the recipient. While Rohani (1997) explains that in essence teaching and learning activities are a communication process. The communication process must be realized through the delivery and exchange of messages or information by each teacher and student. It is through this communication process that messages or information can be absorbed and internalized by other people. In the communication process, there can be differences in perception so that a means is needed to assist the communication process, which is called the media.

In mobile learning, media in the teaching and learning process can be interpreted as a tool used to convey messages from the message maker to the recipient. This tool is a computer program that is used to present the material. The use of mobile technology in education increases the possibilities for learners to engage with more diverse digital resources, as well as interact with each other across places and times (Koszalka & Ntloedibe-

Kuswani, 2010). The general characteristics of media according to Arsyad (2002: 6-7): (1) Educational media has a physical understanding (hardware) of an object that can be seen, heard or touched with the five senses. (2) Definition of non-physical (software) the message content contained on the hardware is the content to be conveyed. (3) The emphasis of educational media is on visual and audio emphasis. (4) Educational media has the meaning of learning program aids both inside and outside the classroom. (5) Educational media is used in the context of communication and interaction between teachers and students in the learning process. (6) Learning media can be used in large groups.

Learning media is a liaison between teachers and students, thanks to the media students are no longer limited by the boundaries of the classroom. Students can study in various places such as through the internet or their mobile phones. This is in accordance with what was conveyed by Sharon E. Smaldino and James D. Russell (2005:9). Besides, Richards (2015) which states that learning through mobile devices is one of the fastest growing technologies that is widely used by many individuals, companies, and educational institutions.

In other terms, Conole & Warbuton (2005) explain that the assessment process through computer devices is a student performance assessment process that was developed to make it easier for teachers to monitor and assess learning outcomes. The English study program at Halu Oleo University has implemented an online exam system that utilizes the Zoom Cloud Meeting software, which is a video chat application that can be run on all electronic devices, both computers and smart cellular phones.

This application makes it possible for students and lecturers to meet face-to-

face online through video conversations. The Zoom Cloud Meeting application can also bring together many people in one application room, as well as simplify and shorten meeting times. So, with this application, we can be more helpful in communicating even though we are far away, all explanations and messages can be conveyed directly without having to meet physically.

This network-based exam implementation system certainly involves students as implementers. Increasing the role and activity of students in the use of various media and technology for the success of online lectures is strongly influenced by perceptions (Nugroho, 2012). Perception is the process of interpreting the stimulus received by the five senses into an understanding. This perception will then move students to be able to organize and manage themselves in online lecture activities.

Students' perceptions of this system are needed to find out the advantages and disadvantages of implementing the new system in the implementation of online exams. Chaplin (2006) perception has a number of definitions, namely as a process of knowing and recognizing objects and events based on the senses, the process of realizing, sensing or adding meaning from past experiences, and intuitive awareness of direct truths or special beliefs about something (in Hendra. F, 2016). With the lecture system and network-based exams running using the Zoom Cloud Meeting application, this research was conducted to determine the final student's perception of the system.

RESEARCH METHOD

The research method is a method used in research to collect data which is then processed to produce data that can overcome research problems. This

research uses descriptive analysis method, namely the type of research used to observe and describe an event or events based on the data obtained to produce an analysis and research conclusions. The instrument used to obtain data in this research is the application of network-based questionnaires and interviews. Distribution of online questionnaires using google forms. The available questionnaires were distributed to students who took the final exam online to find out their perception of the online exam system that has been implemented by the English study program. Then, interviews were also conducted using WhatsApp social media to all research subjects.

Data analysis in this study used a quantitative descriptive technique that describes the application of learning media. The data obtained through the instrument were analyzed using quantitative descriptive statistics. This analysis is used to describe the characteristics of the data in each variable item. This method is used to make it easier to understand the data in each process. The results of the analysis are used as a reference for revising the application of learning media that will be developed for future research. The data obtained through the collected questionnaires were then analyzed with quantitative statistics. The results of the questionnaire were analyzed using the following criteria:

Table 1. Likert Scale Category

Score	Interpretation
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

FINDING(S) AND DISCUSSION

In this study, the research team collaborated with the department. The Department is very helpful in carrying out this research. Every time there are students who have finished their final exams, the department helps researchers to provide a link to the questionnaire using the Zoom application. The total respondents who filled out the questionnaire were 44 people. After distributing the questionnaires, the research team also interviewed students through the WhatsApp application.

The results of the questionnaire are described in 4 stages as follows:

1. Uses

In item no.1. 57% of students strongly agree that the zoom application is easy to learn to operate directly. Besides that, the results of an interview with one of the students, he thought that the zoom application was very good to use during online exams during this pandemic.

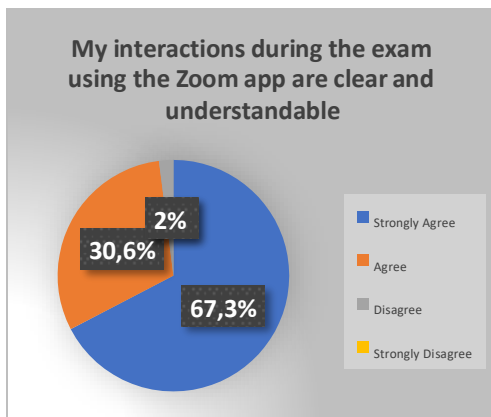


Diagram 1

Item no. 2. 67.3% of students strongly agree that they can interact smoothly with examiners. Students assume they can meet virtually with examiners, listen and answer questions, comments and suggestions. 2.1% of students disagree. Based on the results of the interview with the student, during the exam, the campus network was not good, so he could not hear the voice of

the examiner. Besides that, because the network isn't good, it's going in and out of Zoom several times, and hinders the exam.

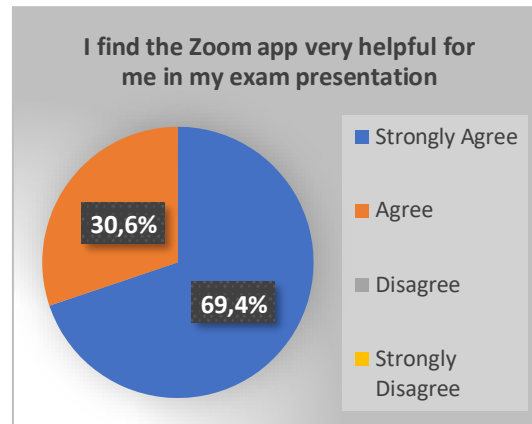


Diagram 2

Item no. 3. 69.4% of students strongly agree that Zoom helps them with exam presentations. This is because previously students were given training on how to use the zoom application for sharescreen. So, even though the exam is online, students can still present power points, media, or other document files such as offline exams.

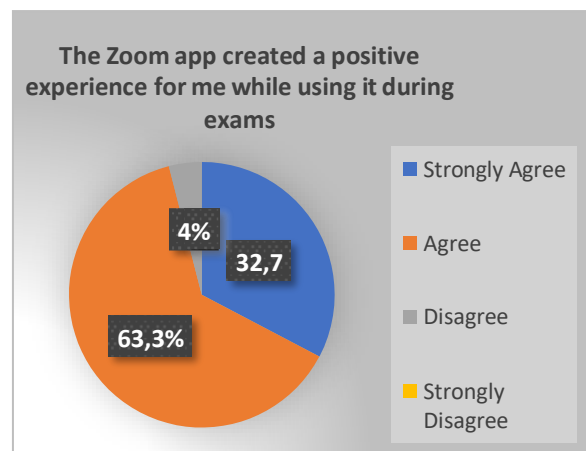


Diagram 3

Item no. 7. 63.3% of students agree that the Zoom app creates a positive exam experience. 4% of students disagree with this. This is because during the exam they experience network problems or the data packet runs out.

2. Information Quality

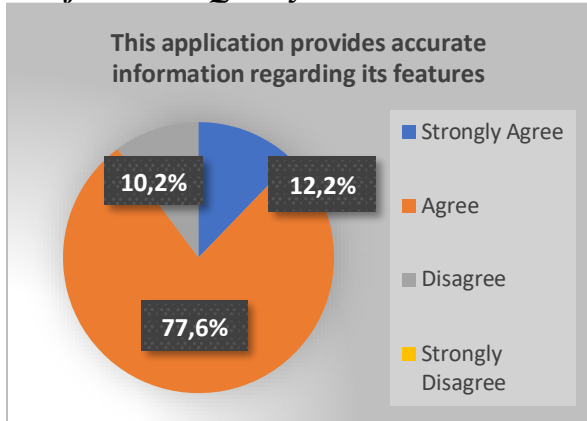


Diagram 4

Item no. 8. 77.6% of students agree that the Zoom application provides accurate information regarding its features. 10.2% of students chose not to agree. This is because the Zoom application sometimes does not clearly provide time limits and the number of participants when using a free Zoom account.

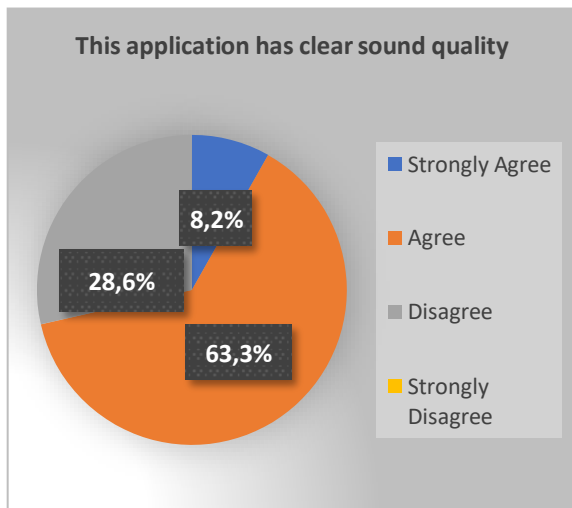


Diagram 5

Item no. 10. 63.3% of students strongly agree that the Zoom application has clear voice quality. 28.6% of students disagree. This is caused due to user network problems, and there is interference with the default laptop, or headset used.

3. Interaction Services

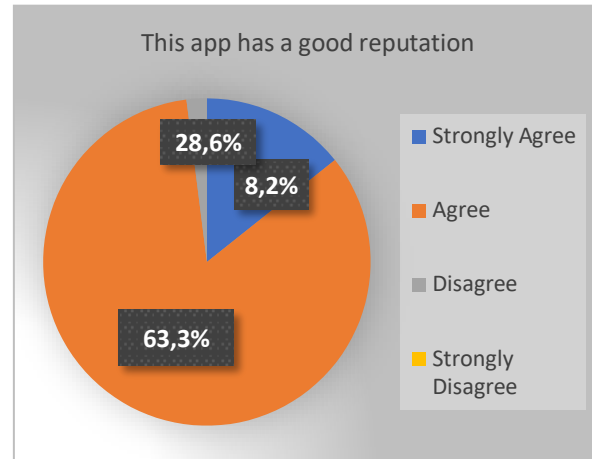


Diagram 6

Item no. 15. 8.2% of students strongly agree and 63.3% of students agree that the Zoom application has a good reputation. Meanwhile, 28.6% of students disagree about the statement. Besides, based on the results of interviews with students, they assume that this application is not only easy to use, the information provided is accurate, and personal data is safe when used. Therefore, overall, the students provide a sense of comfort to interact using the zoom application. For now, Zoom has started to improve its services, especially during video conferencing. So that the user's personal data remains safe. So until now, the zoom application is still the main choice for virtual meetings.

CONCLUSIONS

Student perceptions of the use of the Zoom application in taking the final exam in the English Education department, namely:

1. The Zoom app is very easy to use, and very useful for virtual exams.
2. The information in the Zoom application provided is very detailed and relevant.
3. The Zoom application service is always updated according to complaints from its users.

4. There is an increase in student knowledge in using information and communication technology.
5. Overall, students like this application during the final exam.

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