Students' Perception of Using Zoom Meeting for English Microteaching Class

THESIS

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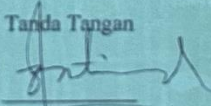
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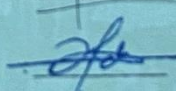Jurusan   : Bahasa dan Sastra Inggris

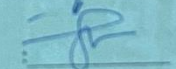Fakultas   : Bahasa dan Seni

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ABSTRACT

Afrijon, Cindy Aulia (2022). Students' Perception of Using Zoom Meeting for English Microteaching Class. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

The changing in learning process creates a variety of different views. Moreover, the transition from offline to online mode occurred suddenly causing many changes in all sectors of life, including the education sector. This study aims to reveal students' perceptions of using the Zoom meeting application for online microteaching classes through pedagogical, socio-cultural, and technical aspects. The population in this study were twenty (20) 3rd-year students of the English education study program who had attended microteaching classes and were able to provide their views and opinions through an online questionnaire and Focus Group Discussion. It can be concluded that students have a relatively positive perception of using the Zoom meeting application for online microteaching classes. The results of the study represent that several students also stated that they were able to understand each material and were quite maximal in practicing their teaching methods because every time they practiced their teaching methods they were always given an evaluation in the form of criticism and suggestions that were motivating and constructive for students. Even though the lectures are conducted online, they lecture still runs according to the standard. For interactive learning applications that are used, students seem happy to use the Zoom meeting application as a learning medium because apart from being practical and simple, Zoom meetings also rarely cause problems that are difficult to handle.

Keywords: Perception, Zoom Meeting Application, Microteaching class.

ABSTRAK

Afrijon, Cindy Aulia (2022). Students' Perception of Using Zoom Meeting for English Microteaching Class. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Perubahan proses pembelajaran menghasilkan berbagai pandangan yang berbeda. Apalagi seperti kemarin, peralihan dari mode offline ke online terjadi secara tiba-tiba, menyebabkan banyak perubahan disegala sector kehidupan, tak terkecuali sector pendidikan. Penelitian ini bertujuan untuk mengungkap persepsi siswa tentang penggunaan aplikasi Zoom meeting untuk kelas online microteaching dihilat melalui aspek pedagogical, socio-cultural, dan technical. Populasi dalam penelitian ini adalah dua puluh (20) mahasiswa tahun ke 3 prodi pendidikan bahasa inggris yang telah mengikuti kelas microteaching dan tentunya dapat memberikan pandangan dan pendapatnya. Dapat disimpulkan bahwa mahasiswa memiliki persepsi yang relatif positif terhadap penggunaan aplikasi Zoom meeting untuk kelas microteaching online. Hasil penelitian merepresentasikan bahwa beberapa mahasiswa juga menyatakan bahwa mereka mampu memahami setiap materi dan cukup maksimal dalam mempraktikkan cara mengajarnya karena setiap mereka mempraktikkan cara mengajar mereka selalu diberikan evaluasi berupa kritik dan saran yang memotivasi dan membangun bagi para mahasiswa. Walaupun perkuliahan dilaksanakan secara online namun perkuliahan tetap berjalan sesuai standarnya. Untuk aplikasi interaktif pembelajaran yang digunakan, mahasiswa tampak senang menggunakaan aplikasi Zoom meeting sebagai media pembelajaran karena selain praktis dan simple, Zoom meeting juga jarang menimbulkan permasalahan yang sulit untuk ditangani.

Kata Kunci: Persepsi, Aplikasi Zoom Meeting, Kelas Microteaching

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Today's education manner is different compared to the last decades. It has significantly altered learning practices and transformed students' independence in the use of information and communication technology. Then, by integrating the use of technology into education, the education is conducted not only in the offline mode but also online in substitution. It is completely the educational experience to be online teaching and learning process (Atmojo & Nugroho, 2020). In some cases, this phenomenon, needs to be further adjusted into a beneficial contribution to the current education model.

In general, online learning is considered to be a better option for the kinds of circumstances that makes regular classroom learning unfeasible (Wargadinata et al., 2020). Because of that condition, online learning (e-learning) with internet access is fully operational (Sipayung & Wibawa, 2020). Online learning, according to Marsedes & Syukur (2021) is an education system conducted by institutions in which learners and providers are situated in completely different places, involving the use of an active communications network to engage the participants and the other resources required in it. It requires access to online devices such as cellphones, notebooks, desktop computers, and tablet devices, which are

allowed to receive information at any time and from any location (Gikas & Grant, 2013). The application of online learning may be facilitated by the usage of various sources. For instance, online classrooms via Edmodo, Google Classroom, and Coursera, instant messaging programs such as Telegram, Line, and also Whatsapp, as well as video conferences for learning purposes such as Google meet and Zoom meeting.

Furthermore, higher education is one of the educational levels that fits to incorporate online classes as part of the learning process. In this level, students who learn via online mode have more convenience in their lesson schedules and can study whenever and wherever they choose. It may motivate learners to be encouraged by new information gained throughout the learning activities. Online learning for higher education, according to Sufirmansyah et al., (2021) may improve interaction and understanding between teachers and learners. Meanwhile, Basilaia & Kvavadze (2020) stated that the knowledge transferring process through videos, sound, pictures, text conversation, including technology provided networks such as the internet. The ability of learners and educators to communicate online is a key factor in online learning. Thus, online learning is now a teaching and learning innovation that solves the problem of a lack of diverse learning sources.

Supposedly, the practice of microteaching needs to be done directly in the class. However, considering thees for limited activities, some learning activities must be held online. Students that participate in

online learning, especially microteaching lectures, seem to be dissatisfied. Through lectures, students were assigned to record their teaching video and presented the video during the cours. Students who take microteaching course are required to understand some of the learning outcomes in the lesson plan, such as teaching skills, designing lesson plan, conducting class, as well as teaching various materials according to the curriculum, but this seemed inappropriate, so it is considered as problem that must be found a solution.

One of the platforms or applications that are very often used to help the learning process is Zoom meeting. Zoom meeting is a video conferencing application that allows educators and learners to engage face-to-face virtually using a PC, laptop, or smartphone. This application is an application that is used as a medium of long-distance communication with combine video conferencing, chat, meeting online, and mobile collaboration. The use of this application can accommodate quite a several participants together in one virtual meeting. This program is available for free download and it is still working. This application has supporting features that support the learning process running effectively and efficiently, such as the share screen feature, which allows teachers to display their presentation slides, the video feature, which allows teachers to see students while they are studying, and audio features, which allow teachers and students to interact via audio. Through Zoom, teachers can

directly communicate visually by providing various subject matter with direct instructions to their students.

In negative views, Helda & Zaim (2021) mentioned that the Zoom application was less able to practice teaching properly because it was tied to a network, just as microteaching lectures are teaching exercises on a small scale. Meanwhile Pham (2022) conducted research at the University of Social Science & Humanities (USSH), Vietnam National University, Ho Chi Minh City (VNUHCM) on microteaching learning through a zoom application. It stated that the Zoom meeting created feelings of shame and discomfort so that it quite affects its effectiveness. In addition Mankar et al., (2022) said that microteaching learning should be able to hone students' abilities and awareness to face the real class, but students did not have the opportunity to experience this because the sessions were conducted using online applications. It can be seen from previous research that the researchers discussed the description of the use of zoom for microteaching classes in general terms and found the negative side of this application in microteaching class. However, none of them discussed a more specific manner like assessing the use of this application in certain indicators such as pedagogical, socio-cultural, and technical aspects.

Based on the current situation and preliminary observation, it can still be said that students have not been able to carry out microteaching practice courses as usual. If previously this course was practiced directly,

now it is carried out with a slightly different process. It is possible that the implementation of lectures through the Zoom meeting application can train and explore the students by the objectives of the microteaching lecture itself. This matter raises new problems such as how to teach, how to organize classes and various other things that are different from before. These problems make students have different views and opinions. Some of them also feel less confident because they will practice offline teaching later. In short, an in-depth evaluation is needed.

Next, evaluation is not only for the current method but also for the positive and negative values that it creates. Three things would determine the effectiveness of distance learning (Gunawardena, 1995) the first thing is technology. In this case, students must have easy access to the network with minimal time. The second is the characteristic of the teacher. Teachers play an important role in the effectiveness of online learning. The third is the characteristic of the students themselves. According to Puspaningtyas & Dewi (2020) the success of a model or learning media depended on the characteristics of the students. Inevitably, various perceptions arise from various parties.

The researcher is interested in researching this problem with the title "Students' perception of using the Zoom Application for English Microteaching class at English department Universitas Negeri Padang. The more detail scopes that the researcher means are such as pedagogical, socio-cultural, and technical aspects. Also for the contribution to filling

the gap in perception of online microteaching classes which focuses on how students' view of the implementation process, especially the implementation in the pedagogical which discusses matters relating to the learning theories to content quality, Socio-cultural which discusses acceptability of the sociability, and technical standards discuss matters relating to functionality. These three topics are considered to be serious problems for the students who will do field practice after microteaching lecture. They should be ready and master all things related to the science of teaching practice. On the contrary, due to circumstances, it is not possible to carry out the traditional mode lecture activities. These problematic issues have given rise to various views and opinions among the students, especially those who are currently and have carried out microteaching lectures. In conclusion, if they say that they do not master the knowledge and are not confident in the abilities they get during online lectures, then they will feel less confident in their abilities.

B. Identification of the Problem

Focusing on this viewpoint, several cases are discovered about the implementation of online micro-teaching lectures compared to traditional microteaching, such as differences in the implementation of lectures that make various kinds of opinions and views, either from students or teachers. Several previous studies had almost the same problem in negating this issue, but none focused on how students view and opinions on the implementation process, especially in some indicators

such as pedagogical, socio-cultural, and technical standards. Therefore, to study students' perceptions of these indicators, this research focuses on students' perceptions of using Zoom meetings for English microteaching class.

C. Limitation of the Problem

Based on the case study, the researcher will focus on the problem "Student's perception of using Zoom meeting for English microteaching class, especially in pedagogical, socio-cultural, and technical standard requirements".

D. Formulation of the Problem

Based on this previous limitation, the issue is formulated as follows: What are students' perceptions of using Zoom meetings for English microteaching classes, especially in pedagogical, socio-cultural, and technical standard requirements?

E. Research Question

The research questions are formulated as follows based on the previous formulation:

1. What are the students' perceptions of using Zoom meetings for English online microteaching class in pedagogical criteria?
2. What are the students' perceptions of using Zoom meetings for English online microteaching classes in socio-cultural criteria?

3. What are the students' perceptions of using Zoom meetings for English online microteaching classes in technical criteria?

F. Purpose of the Research

The research purposes are stated as follows:

1. To know the students' perceptions of using Zoom meeting in pedagogical criteria for English microteaching class.

2. To know the students' perceptions of using Zoom meeting in socio-cultural criteria for English microteaching class.

3. To know the students' perceptions of using Zoom meeting in technical criteria for English microteaching class.

G. Significance of the Research

This research gives contribution both theoretical significance and practical significance and it is hoped that the research findings can give a contribution to and enrich the knowledge about how students view the implementation of Zoom meeting in the learning process especially for microteaching lectures, as well as to see whether the implementation of Zoom meeting is successful enough to employ.

Theoretically, this analysis should be able to provide evidence of students' perceptions of using the Zoom meeting for the English online micro-teaching course. In practice, this analysis may be able to assist students in determining the best strategy to deal with an issue encountered when learning online microteaching. This research is required to provide

English teachers with useful and appropriate details relating to students' perspectives, the last one is hopefully this study is aimed to be a valuable reference in the future for other studies.

H. Definition of Key Terms

1. Perception is an act of judgment in someone thinking after receiving a stimulus from what is felt by the five senses, the way the assessment is influenced by the point of view and attitude.

2. Online learning is a teaching and learning process by utilizing and using innovation in the form of the internet in its implementation.

3. Micro-teaching is a teaching performance that is carried out in a micro or simplified way. This simplification is related to each learning concept, for example in terms of time, material, number of students, types of basic teaching skills being trained, use of learning methods and media, and other learning elements.

4. Zoom meeting is virtualization interactive multimedia service which allows users to connect and communicate with others virtually via visual, sound or even both.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the study and data presented, students generally view the use of Zoom meetings for English microteaching in class. Even though lectures are delivered online, students are still able to comprehend the subject matter, acquire teaching techniques, put them to practice, and create learning tools. Students can also practice basic teaching skills while being evaluated for their skills and motivating evaluations for their abilities and self-development.

There was also a quite high number of students who agreed that social interaction, even though the class was conducted online, it was quite effective as long as information and communication lectures ran smoothly and comfortably. According to the students, the selection of the Zoom meeting application as a media that assists in the implementation of the study is the right choice because the application is quite simple and practical, and is filled with features that support the learning process so that the target of the lecture is still achieved. Even so, technical problems that are often experienced by students such as disconnects also often occur, and other problems such as delays when the application is used, but these problems can always be overcome by students who carry out online microteaching class.

B. Suggestion

1. The English Teachers

   To make English learning flexible, wherever and whenever the place for the implementation of the lecture process, students and lecturers must continue to run optimally, so that the learning objectives and targets for students and lecturers are still achieved. Because if learning in the microteaching class which is considered a provision for students before carrying out PL is not mastered and does not run according to the teaching procedures that have been regulated in microteaching lectures, it will certainly have a bad impact on students who will carry out PL later. Additionally, teachers must pay more attention to the perspectives of their students. For instance, they might hold discussions about how the class is run so they can determine that, even though the majority of students agree/strongly agree or provide affirmative responses, some hold the opposite viewpoint.

2. The students

   Students must be more active and agile in carrying out lectures even though the lectures are conducted online. Not only that, but students also required to take part in every class discussion.

3. The other researchers

   The next researchers can conduct further research regarding the topic of this study so there will be more suggestions and opinions to develop a better and the latest about online microteaching lectures using the Zoom meeting application.

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