The Use of Zoom Meeting for Distance Learning in Teaching English to Accounting Students of Politeknik Sawunggalih Aji Kutoarjo

Desi Innanti Wicaya Ningrum
Akuntansi Politeknik Sawungggalih Aji
Jl. Wismoaji no. 8 Kutoarjo, Purworejo
Email: wicayaningrum.dinnanti@gmail.com

Abstract
To avoid the spread of Covid19 government closes all of the education sectors from primary school to university level and suggests the distance learning by utilizing technology connected to the internet. Zoom Meeting is one of the platforms that can be used by educators to teach their students in distance teaching and learning. This application allows learning activities or discussions like in face to face learning. Thus, the lecturer and students can do their teaching and learning activity like in offline teaching and learning activity. The aim of this research is to describe the condition that occur in distance learning process by using Zoom Cloud Meeting. This is descriptive qualitative method with data collection techniques performed by distributing questionnaire via Google Form and doing interview through Zoom Cloud Meeting to dig more information of respondents' questionnaire answer. The results showed that students gave positive responses that they felt enjoy in learning by using Zoom Meeting. Meanwhile, the students also faced several challenges in using Zoom Meeting during learning which include internet network and consuming much internet quota. However, Zoom Cloud Meeting application is effective to substitute offline meeting in pandemic situation because it enables discussion like in a real classroom.

Key Words: Zoom Cloud Meeting, Distance Learning, Teaching English, Pandemic Situation

1. Introduction

Currently the world is faced with the corona virus or Covid-19, many countries are affected by this virus, including Indonesia. After the coronavirus outbreak in Indonesia on June 27, 2020, the government implemented some policies such as Large-Scale Social Restrictions (PSBB), the new normal, and PPKM while still following the health protocols (Andriani, 2020). This pandemic period is causing various problems in human life, ranging from economic, social, and education. An official letter from The Ministry of Education, Culture, Research, and Technology number 4 (2020) states that teachers and students are doing online learning in the form of work from home using various applications. It means that all of the education sectors from primary school to university level continue to operate at home.

Before pandemic, educational activities are carried out with face to face classes. Now to avoid the expansion of corona virus deployment, face to face classes are stopped. The termination of face-to-face learning activities is transferred to distance learning by utilizing technology connected to the internet (Laili and Nashir, 2020).

Many information can be found by using electronic devices that connected to the internet (Davies & Eynon, 2018). Cakrawati (2017) also states that when an educator employs technology in English teaching and learning, this activity can successfully help learners to stimulates their attention and excitement without any limited time, location, or other factors. Furthermore, several online platforms and apps could be utilized for teaching and learning, including Google Classroom, Google Hangout, E-Learning, WhatsApp, Telegram, YouTube, and Instagram. Other video conferencing platforms were Google Meet, Microsoft Teams, and Zoom Meeting (Adenegan & Abiodun, 2018 cited in Khotimah, 2022)

In this research, the writer chose to use Zoom Cloud Meeting as online platform for teaching and learning program during pandemic.

The Aim of Research

The aim of this research is to describe the condition that occur in distance learning process by using Zoom Cloud Meeting. The writer hope that the result of this research can give important information about conditions when using Zoom Cloud Meeting for online teaching and learning process.

2. Literature Review
The Definition of Zoom Cloud Meeting Application

The zoom cloud meeting application is an online teaching media in the form of an application that has a remote conference feature by bringing together video conferencing, online chat, online meetings and can also be collaborated with mobile phone (Rosyid.et al.,2020)

The Definition of Distance Learning Process

According to Law Number 20 of 2003 Article 1section 15 in (Laili and Nashir, 2020) distance learning is a learning in which students are separated from educators and the teaching learning process uses various resources through communication technology and other media.

The writer has opinion that Zoom Cloud Meeting can be downloaded and accessed by using laptop and mobile phone. For learners who do not have laptop can use it in their mobile phone, thus they can be participated in teaching and learning activity. The basic of Zoom Cloud Meeting HD Video, HD Voice, Active speaker view, full screen and gallery view, simultaneous screen share, host control, raise hand and claps (Adenegan & Abiodun, 2018).

In addition, the Zoom Cloud Meetings application has supporting features, such as the share screen feature so that educator can display their presentation slides through this feature. Video feature can be used for educator to supervise learners while they are studying, and audio feature helps the educator and learners to interact each other through audio features. If there is a problem with audio, they can use chat features that available in Zoom Cloud Meeting. Through Zoom Cloud Meeting, the educators can directly communicate visually, by providing a variety of subject matter with direct instructions to their learners (Setiani, 2020). Zoom Cloud Meetings that is used in the classroom can help both learners and educators in developing and expanding their knowledge with successful learning experience (Andriani, 2020). Zoom Cloud Meeting has positive impact because it is a media for discussion that includes learners, especially in group assignments, without regard of time and location.

3. Method

This research was conducted in the second semester in academic year 2021/2022. The subject of the research was second semester students who were studying *Bahasa Inggris Bisnis II* (BIB II) in the department of Accounting. It was done in 7 meetings. There were 2 classes, they were morning class and afternoon class. Morning class was consisted of 19 students and afternoon class was consisted of 6 students. Therefore, total respondents in this research was 25 students.

This research used qualitative descriptive method that describe the conditions that happen in distance learning process using Zoom Cloud Meeting as the alternative to change on site learning. It also used to know the effectiveness of using Zoom Cloud Meetings in teaching English to accounting students during covid-19 pandemic.

The data collection techniques performed by distributing questionnaire to students via Google Form that was given in the sixth meeting. A questionnaire is the method of collecting data by giving various questions to the respondents to be answered (Sugiyono, 2018). The writer used Google Form to distribute questionnaire because it is faster and easy to be distributed to the respondent. On the other hand, the writer also

conducted observation while teaching by using Zoom Cloud Meeting. After the students collected the questionnaire, the writer did interview by using Zoom Cloud Meeting to dig more information about their answer in the questionnaire. Thus, there are three data collections in this research, they are observation, questionnaire and interview.

4.   Result and Discussion

The result of questionnaire that is given in the sixth meeting shows the good result in using Zoom Cloud Meeting as the substitute on site learning. The explanation of each items are as follow:

Q1: *Did you understand well about the English materials explained by lecturers through Zoom Cloud Meeting?*

This question referred to the students' understanding in the material that was explained by the lecturer via Zoom Cloud Meeting.

Table1. *Students' understanding the material via Zoom Cloud Meeting*

Option	Participants	Percentage
Strongly Agree	7 students	28%
Agree	15 students	60%
Disagree	3 students	12%
Strongly Disagree		

Table 1 showed that the students' level of understanding the English material being taught by lecturers, there were 7 (28%) students who were able to understand the material very well. Even 15 (60%) students could understand the English material well, it means that their level understanding is high. The last there were only 3 (12%) students were lack of understanding in English material being taught by lecturer. It happened because there were some distractions as like the noise from their environment, even their

family sometimes disturb them by asking questions.

Q2: *Did you pay attention to the lecturer when learning by using Zoom Cloud Meeting?*

Question number 2 was to determine students' attention toward the lecturer taught them through Zoom Cloud Meeting

Table 2. *Students' attention in learning English via Zoom Cloud Meeting*

Option	Participants	Percentage
Strongly Agree	10 students	40%
Agree	12 students	44%
Disagree	4 students	16%
Strongly Disagree		

Table 2. the result showed that 10 (40%) students strongly agree pay attention to the lecturer. There were 11 (44%) students agree in paying attention to the lecturer. Only 4 (16%) students who were stated that they disagree in paying attention to the lecturer. The problem they faced was noise and sometimes problems with the internet network connection. So, they have difficulty in paying attention to the lecturer in teaching via Zoom Cloud Meeting. Sometimes they felt frustrated when they had to face the internet connection problem.

Q3: *Is Zoom Cloud Meeting application effective for learning English in pandemic situation?*

Question number 3 exposed the effectiveness of using Zoom Cloud Meeting in teaching English

Table 3. *Zoom Cloud Meeting's Effectiveness*

Option	Participants	Percentage
Strongly Agree	7 students	28%

Agree	12 students	48%
Disagree	6 students	24%
Strongly Disagree		

Table 3 showed the effectiveness of zoom meeting application for English learning process, 7 (28%) students stated strongly agree about the effectiveness, 12 (48%) students stated agree and only 6 (24%) students stated disagree with the effectiveness of zoom in learning. This happened because of various obstacles such as bad internet network, imperfect understanding of materials presented, difficult in doing group assignments.

Q4: *Did the use of Zoom Cloud Meeting application waste your internet quota?*

The fourth question was aimed to find out whether Zoom Cloud Meeting waste internet quota.

Table 4. *Zoom Cloud Meeting waste internet quota*

Option	Participants	Percentage
Strongly Agree	2 students	8%
Agree	14 students	56%
Disagree	9 students	36%
Strongly Disagree		

Related to the use of Zoom Cloud Meeting waste internet quota, there are 2 (8%) students answered strongly agree, 14 (46%) students answered agree, and 9 (36%) students answered disagree. It indicated that the use of Zoom Cloud Meeting consumed much quota for some students. There are 16 students of 25 students claimed that they have to buy more data quota especially for video conference-based application like Zoom Cloud Meeting. Most of students access it

with personal cellular data services. Meanwhile, only 9 students used Wi-Fi in applying Zoom Cloud Meeting.

Q5: *Was Zoom Cloud Meeting application easily accessible in your area?*

The fifth question showed whether Zoom Cloud Meeting application can be accessed in students' area

Table 5. *Accessibility of Zoom Cloud Meeting*

Option	Participants	Percentage
Strongly Agree	11 students	44%
Agree	12 students	48%
Disagree	2 students	8%
Strongly Disagree		

From table 5 we can see that the accessibility of using Zoom Cloud Meeting in the students' area showed 11% (44) students strongly agree that they can easily access the Zoom Cloud Meeting application. Then, 12 students (48%) agree that Zoom Cloud Meeting can easily accessed in their area. Meanwhile there are 2 students (8%) have bad internet networks because they live in remote area that the signal is difficult to be accessed. This problem caused lectures' voice when they explained material could be heard well, it made the point of lesson could not be conveyed perfectly to the students.

Q6: *Could the lecturer's voice be heard clearly when delivering material using zoom cloud meeting?*

Question number 6 exposed the lecturer's voice in delivering material by using Zoom Cloud Meeting.

Table 6. *Lecturer' voice in delivering material by Zoom Cloud Meeting*

Option	Participants	Percentage
Strongly Agree	7 students	28%
Agree	16 students	64%
Disagree	2 students	8%
Strongly Disagree		

As this question the result showed that 7 (28%) students strongly agree heard the lecturer's voice, 16 (64%) students agree that they can hear lecturer's voice in delivering material via Zoom Cloud Meeting. Unfortunately, there are 2 students who could not hear well lecturer's voice because the signal problem.

Q7: *Did you enjoy using Zoom Cloud Meeting in online class?*

The seventh question was aimed to get data whether the students enjoy to use Zoom Cloud Meeting or not.

Table 7. *Students' enjoyment to use Zoom Cloud Meeting*

Option	Participants	Percentage
Strongly Agree	8 students	32%
Agree	10 students	40%
Disagree	7 students	28%
Strongly Disagree		

There were 8 (32%) students answered that they strongly agree in using Zoom Cloud Meeting. Moreover 10 (40) students answered that they agree that they enjoy using Zoom Cloud Meeting as distance learning. Meanwhile there were only 7 students of 25 students who were not enjoy to use Zoom

Cloud Meeting in online learning. They stated that sometimes the lost the signal when they have class using Zoom Cloud Meeting.

5. Conclusion

Based on the results of the research, it can be concluded that Zoom Cloud Meeting can be an alternative distance or online learning media in teaching Bahasa *Inggris Bisnis II* for accounting students in pandemic situation. The students can understand the material and pay attention to the lecturer in distance teaching learning process. The used of Zoom Cloud Meeting can be substitute the offline teaching learning process because through Zoom Cloud Meeting, the lecturer and students can use the video conferencing as communication in distance teaching learning activity such as in offline teaching learning activity. Although it is not quite effective due to the bad signal for students who are living in remote area. The bad signal caused them difficult to hear the lecturer's voice clearly and it made the lack of students' level of understanding on the material being taught.

However, Zoom Cloud Meeting application is better than other educational application because it facilitates distance learning. It also enables discussion between lecturer and students such as in offline teaching learning activity. The important point that must be considered is the continuity of the video conference at this zoom depends on the internet network. In this case the lecturers and students must use good and supportive internet access in order to use the Zoom Cloud Meeting application for taking part in teaching learning activities. The lecturer must also consider the duration of using Zoom Cloud Meeting in teaching learning activity because this application requires much internet quota for several students.

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