Diploma 3 Pharmacy Students' Perception toward Zoom Application Usage in Learning English during Covid-19 Pandemic

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ABSTRACT

Most educational institutions use online learning platforms during the Covid-19 pandemic. One of the platforms frequently used is Zoom. This research aimed to describe the diploma 3 pharmacy students' perceptions of the use of Zoom in learning English. The data were collected through a questionnaire and interviews. There are 43 diploma 3 of pharmacy students at STIFI Bhakti Pertiwi Palembang participated in this research. Since this research explored diploma 3 of pharmacy students' perception coming from the students' experiences during the Covid-19 pandemic, descriptive research by using qualitative technique was applied. The result of this research was found that diploma 3 pharmacy students got positive perception toward Zoom application usage in learning English because it was accessible and effective. Although the electricity disturbance, internet quota, and the use of smartphone were sources of students' problem in learning English, the diploma 3 pharmacy students agreed that Zoom application were effective and efficient in terms of time, place, and energy. Moreover, they also agreed that Zoom application could help them to improve language skills and to minimize bashfulness in virtual class interaction.
Keywords: students' perception, learning English, Zoom application
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ABSTRAK

Sebagian besar institusi pendidikan menggunakan platform pembelajaran online selama pandemi Covid-19. Salah satu platform yang sering digunakan adalah Zoom. Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa diploma 3 farmasi terhadap penggunaan Zoom dalam pembelajaran bahasa Inggris. Pengumpulan data dilakukan melalui kuesioner dan wawancara. Penelitian ini diikuti oleh 43 mahasiswa diploma 3 farmasi STIFI Bhakti Pertiwi Palembang. Karena penelitian ini mengeksplorasi persepsi mahasiswa diploma 3 farmasi yang berasal dari pengalaman mahasiswa selama pandemi Covid-19, maka digunakan penelitian deskriptif dengan teknik kualitatif. Hasil penelitian ini menemukan bahwa mahasiswa diploma 3 farmasi mempunyai persepsi yang positif terhadap penggunaan aplikasi Zoom dalam pembelajaran bahasa Inggris karena mudah diakses dan efektif. Meski gangguan listrik, kuota internet, dan penggunaan smartphone menjadi sumber kendala mahasiswa dalam belajar bahasa Inggris, namun mahasiswa diploma 3 farmasi ini sepakat bahwa aplikasi Zoom efektif dan efisien dari segi waktu, tempat, dan tenaga. Selain itu, mereka juga sepakat bahwa aplikasi Zoom dapat membantu mereka meningkatkan kemampuan bahasa dan meminimalkan rasa malu dalam interaksi kelas virtual.
Kata kunci: persepsi siswa, pembelajaran bahasa Inggris, aplikasi Zoom.

INTRODUCTION

Coronavirus Disease (COVID-19) started epidemic in Indonesia in early March 2020. To stop the dispersion of this virus, all activities must be carried out from home. The Minister of Education and Culture issued Circular Number 4 of 2020 about the Implementation of Education in Emergency Coronavirus (Covid-19), one of which pointed that online learning, was prevailed to offer valuable learning experiences for students, without being yoked by the requests of completing all curriculum achievements for class and graduation (Kemdikbud, 2020).

Online learning is an alternative option for school institution amid the Covid-19 outbreak. As stated by Naidu (2006), online learning is an intensity of the use of information and communication technology networks in teaching and learning. In short, online learning is the process of transferring knowledge to students using technology without coming to the classroom and can be done everywhere.

Although online learning is helpful to do the teaching-learning process, not all students in Indonesia are accustomed to using online learning systems and this has become a recent thing that needs reconciliation. Therefore, the learners and teachers should learn fast in operating and understanding the way of using technology.

There are many platforms of online learning that can be used in teaching English. One of them is the Zoom application. According to Guzacheva (2020:459), Zoom technology is a superb device for collaboration. According to Melati (2020:249), Zoom is a potential media to help English lecturer in teaching English language. Medical students can practice the chatbox with another learner or with the group. They can see everyone's camera and hear to everyone. Besides, Suadi (2021: 54) says that Zoom permits the users (lecturers and learners) to do action freely as they do in an obvious conventional classroom. It also gives a chance for learners to give feedback directly to the lecturer's face to face. The lecturer also can organize the online class via Zoom as he/she wants to synchronize with the course materials he/she delivers.

Since D3 pharmacy students learned all subjects using the Zoom application, their perception arose because of the changing method from face-to-face to online learning. According to Walgito (2010: 99), perception is defined as the way that is preluded by the feeling process, which is the means of taking stimulus by individuals through the sensory tools or also called sensory processes. Qiong (2017:18) also adds that perception is a process experienced to reach consciousness or concept of sensory information.

Based on the elaboration above, this study revealed to evaluate diploma 3 pharmacy students' perception after using Zoom application in learning English.

METHODOLOGY

This research applied descriptive qualitative research. The subject of this study was the first semester of D3 pharmacy students at STIFI Bhakti Pertiwi Palembang. The data collection used questionnaire consisted of 14 items and the interview consisted of 5 questions. The researchers asked diploma 3 pharmacy students to fill in an online questionnaire using Google Form and interviewed some students. In this study, the researchers used method triangulation. The researchers validated the data by collecting data using a different technique of data collecting. The researchers compared the collected data from a questionnaire and interview.

FINDING AND DISCUSSION

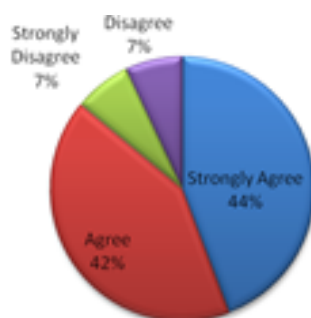The results of the questionnaire were as follows.

Chart 1. It is the first time for me in using Zoom application

It showed that 19 students (44%) strongly agreed, 18 students (42%) agreed, 3 students (7%) strongly disagreed, and 3 students (7%) disagreed that it was the first time for them to use Zoom application. It showed that most of the students used the Zoom application the first time. It inferred that most students had positive attitudes in using Zoom application.
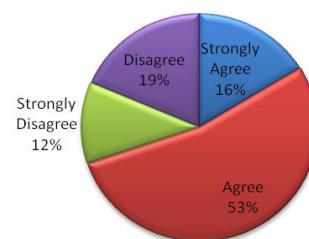

Chart 2. Zoom application is easily accessible in my area

Chart 2 showed that 7 students (16%) strongly agreed, 23 students (53%) agreed, 5 students (12%) strongly disagreed, and 8 students (19%) disagreed that this application was easily accessible in their area. It indicated that most students gave positive attitudes in terms of connection accessibility. Most of them could use Zoom application in their home easily. However, few diploma 3 pharmacy students had a bad problem in connection accessibility due to electricity disturbance.
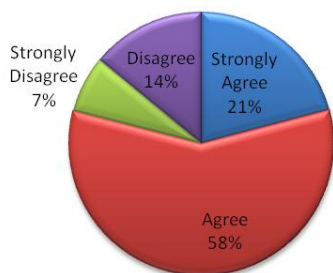
Chart 3. I understand well about English materials explained by lecturer through Zoom application

Chart 3 showed that 9 students (21%) strongly agreed, 25 students (58%) agreed, 3 students (7%) strongly disagreed, and 6 students (14%) disagreed that they understood well about the English materials explained by lecturer through Zoom application. Most of the students understood the material since the lecture usually shared screen the material so that the students could read, write, and discuss an important information. Some questions were also given by the lecturer to the students and they discussed the answer of the question.
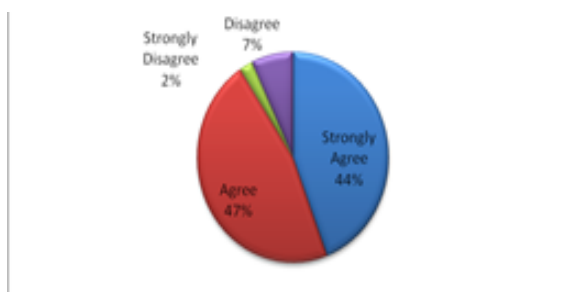

Chart 4. The use of Zoom application wastes internet quota

Chart 4 showed that 19 students (44%) strongly agreed, 20 students (47%) agreed, 1 student (2%) strongly disagree, and 3 students (7%) disagreed that this application wastes the internet quota. Most students believed that the use of Zoom application wastes internet quota. As a result, they spent much money to buy internet quota.

Chart 5. Zoom application is effective for learning English

Chart 5 showed that 7 students (16%) strongly agreed, 20 students (47%) agreed, 4 students (9%) strongly disagreed, and 12 students (28%) disagreed that Zoom application was effective for learning English. Most of them sure that Zoom was effective to help the students to learn English. Nevertheless, several of them said that it was not effective because sometimes they had a bad signal that made them miss some information from their lecturer.
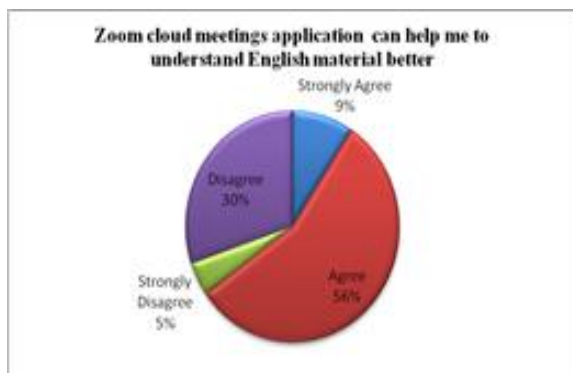
Chart 6. Zoom application can help me to understand English material better

Chart 6 showed that 4 students (9%) strongly agreed, 24 students (56%) agreed, 2 students (5%) strongly disagreed, and 13 students (30%) disagreed that Zoom application could help them to understand English material better. Most students were guided to learn English material using Zoom application so that they comprehended it.

Chart 7. Zoom application is strategic for learning English, especially for discussion and question answer

Chart 7 showed that 5 students (12%) strongly agreed, 28 students (65%) agreed, 1 student (2%) strongly disagreed, and 9 students (21%) disagreed that Zoom application was strategic for learning English, especially for having debate and inquiry-reply session. Most of them did

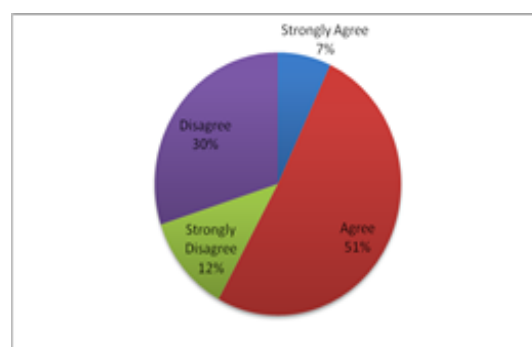discussion and question-answer freely.

Chart 8. Zoom application is strategic for learning English, especially for submitting the assignment

Chart 8 showed that 3 students (7%) strongly agreed, 22 students (51%) agreed, 5 students (12%) strongly disagreed, 13 students (30%) disagreed that Zoom application was strategic for learning English, especially for submitting the assignment. Most of them said that this application was helpful to collect the task.
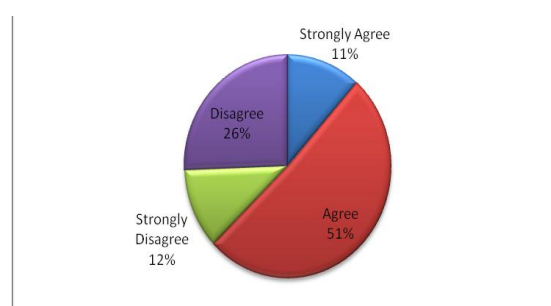

Chart 9. The use of Zoom application in learning English process is saving time, energy, and low cost

Chart 9 showed that 5 students (11%) strongly agreed, 22 students (51%) agreed, 5 students (12%) strongly disagreed, and 11 students (26%) disagreed that the use of Zoom application in the learning English process was saving time, energy, and low

cost. Most of them agreed that the use of Zoom saved their time, energy, and low cost because they did not have to come to the school which was far from their village.

Chart 10. Zoom application can help me to improve my English skill such as listening, peaking, reading, and writing

Chart 10 showed that 6 students (14%) strongly agreed, 25 students (58%) agreed, 3 students (7%) strongly disagreed, and 9 students (21%) disagreed that Zoom application could help them to improve their English skills such as listening, speaking, reading, and writing. Most of them could boost their English skill because they did the reading practice, did the conversation with their partners, and wrote some sentences and short paragraphs every meeting.

Chart 11. Zoom application can eliminate

hesitation/un-confidence to practice English

Chart 11 showed that 6 students (14%) strongly agreed, 25 students (58%) agreed, 1 student (2%) strongly disagreed, and 11 students (26%) disagreed that Zoom application could eliminate hesitation/ un-confidence to practice English. Most of them agreed that using Zoom, they could speak and did anything freely and confidently because they did not have to see their friends and lecturer face to face.

Chart 12. Zoom application facilitates interaction and communication between lecturer and students far better

Chart 12 showed that 5 students (12%) strongly agreed, 23 students (53%) agreed, 1 student (2%) strongly disagreed, and 14 students (33%) disagreed that Zoom application facilitates the interaction and communication between lecturer and students far better. Most of them agreed that Zoom supported them to interact and communicate with others well.
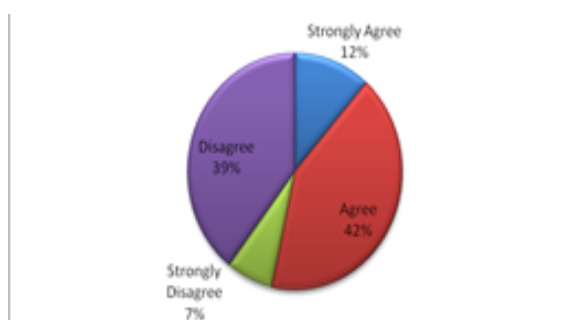
Chart 13. Zoom application is very difficult, mainly by smartphone

Chart 13 showed that 5 students (12%) strongly agreed, 18 students (42%) agreed, 3 students (7%) strongly disagreed, and 17 students (39%) disagreed that Zoom application was very difficult, mainly by smartphone. Some of diploma 3 pharmacy students believed that using Zoom on a smartphone was really difficult.
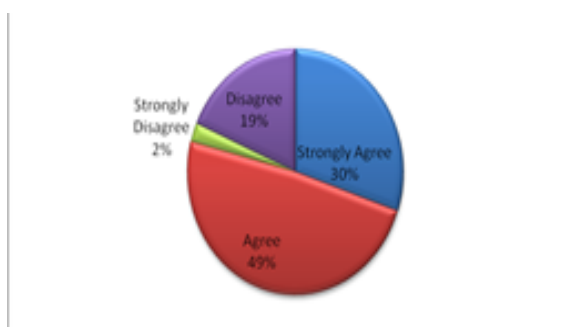

Chart 14. Zoom application is very difficult due to low-speed internet connection

Chart 14 showed 13 students (30%) strongly agreed, 21 students (49%) agreed, 1 student (2%) strongly disagreed, and 8 students (19%) disagreed that Zoom application was very difficult due to low-speed internet connection. Most of them agreed that the use of Zoom application was complicated if they had a low-speed internet connection.

Next, the result of the interview from question no 1, How did they feel when learning English using Zoom application?. Most of them said that it was the first time for them to learn English using the Zoom application. They felt delighted and interested in learning English using that application. Then question no 2, Did you enjoy learning English using Zoom application?. Most diploma 3 pharmacy students said that they enjoyed learning English using Zoom application because they could learn in their home without going go to the school due to the far distance from their village, could study independently in anyplace, and could utilize some features in Zoom, especially using computer or laptop. Next, question no 3, What were students' problems in learning English using Zoom application? Few students said that the electricity was the problem because in their place the electricity sometimes turned off due to the bad weather that made a bad signal. Due to those problems, sometimes they could not join Zoom application. Besides, most of them said that using Zoom, they had to spend a lot of money to buy the internet quota. They also said that using smartphone made them difficult to use some features of Zoom application. Next, question no 4, Was Zoom application effective to help you to learn English? Most of them said that Zoom application was

effective to learn English during Covid-19 and could assist them to improve their English that covered listening, speaking, reading, and writing skills. In expressing their ideas both written and orally, they did not feel shy or nervous because they saw their friends or lecturer virtually and could prepare well using the internet. The last question no 5, What are the advantages of using Zoom in learning English? Using Zoom application, they had new knowledge such as know-how to share screen the PowerPoint they made, could submit the assignment in the chatbox, could express their ideas freely without making afraid to others, could use some features of Zoom application, and so on. Based on the results of the questionnaire and interview, it can be inferred that most students had a positive perception toward Zoom application usage in learning English during the Covid-19 pandemic. Most of them said that learning English at home was quite good. They argued using Zoom application in learning English was effective because it was the only way out to keep learning as long as the Covid-19 pandemic was still in Indonesia. Therefore, they could still learn although they did not come directly to the school. Most of them believed that learning English using Zoom application has many advantages such as students can be more independent to learn so that they did not

depend on the lecturer's explanation, time allotment, and place because they could do it in flexible way and anywhere, but in this context, they had to remain at home because of the regulations of government during the pandemic.

In addition, the material delivered by the lecturer was well received and the process of the question and answer during online learning done actively so that the students understand. Since they had English practice via Zoom application, they could present the material orally and done individually by sharing the screen of PowerPoint they made, could perform the conversation with their friend, could write a summary after reading the article, and could share it to the others, and could make a simple sentence or a paragraph in chat box or share screen so that the lecturer could give feedback directly to the students. Most students also could work together and discuss with their friends via Zoom application, asked questions to the lecturer without shy, and encouraged them to be active in the process of teaching and learning English.

However, most students argued that they had difficulty to use Zoom application using smartphone. Besides, they also claimed that the use Zoom application wastes internet quota that made them have to spend much money to purchase it. Lastly,

few students had problem in terms of electricity disturbance because of bad weather happened in their village. As a result, the internet connection speed was low that made them can not join Zoom application full the time.

CONCLUSION

The use of the Zoom application in learning English in the Covid-19 pandemic was an effective way to teach them to learn English. The use of Zoom gave a positive attitude to diploma 3 pharmacy students because of some causes such as improved their English skills, helped them to submit their tasks, made a good relationship between their friends and their lecturer, and promote students be active independent learners. However, diploma 3 pharmacy students had obstacles in using Zoom application due to electricity disturbance, quota internet, money, and smartphone usage.

The suggestion for the lecturers; they should deliver the best possible material during learning using Zoom so that it can motivate students to learn English. For students; Students can enhance the enthusiasm for learning in several ways such as not delaying assignments given and be active in doing the discussion. Other researchers; This research is expected to benefit other researchers and as a reference or inspiration to conduct further research related to this field.

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