

**Students' Perception towards Zoom and Google Meet as Online Learning Tools at
English Education Study Program Faculty of Teacher Training and Education
Sriwijaya University**

A thesis by

Muhammad Farid

Student Number: 06011181823074

English Education Study Program

Department of Language and Art Education



FACULTY OF TEACHER TRAINING AND EDUCATION

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2022

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DECLARATION

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Certify that thesis entitled “Students' Perception towards Zoom and Google Meet as Online Learning Tools at English Education Study Program Faculty of Teacher Training and Education Sriwijaya University” is my own work and I did not do any plagiarism and inappropriate quotation against the ethic and rules commended by the Ministry of Education and Culture of the Republic of Indonesia number 17, 2010 regarding plagiarism in higher education.

Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, September 22nd 2022

The undersigned



Muhammad Farid

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THESIS DEDICATIONS

This thesis is dedicated to my beloved parents (Mgs. Ferry *rahimahullah* & Trimei Nurdiniah), who have been highly supportive throughout the process. Also, I would like to thank my classmates (Hafizin, Rizky, Yusuf, Cesar, and Rafly) who have accompanied me throughout my college year. Additionally, I would like to express my gratitude to PKL Gulaku Bogor (Amrie, Bagus, Dimas, and Fikri), who has encouraged me to finish this thesis.

MOTTO:

“Man Tsabatta Nabata”

“Whoever is consistent, he will grow.”

Muslim Scholars

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Last, hopefully, this thesis will be helpful to all of the people who need it.

Indralaya, 22nd of September 2022

The Researcher,



Muhammad Farid

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Students' Perception towards Zoom and Google Meet as Online Learning Tools at English Education Study Program Faculty of Teacher Training and Education Sriwijaya University

ABSTRACT

This research aimed to find students' perceptions at the English Education Study Program Faculty of Teacher Training and Education Sriwijaya University. They had used Zoom and Google Meet as online learning tools for their daily learning during the Covid-19 Pandemic. Quantitative research was used in this paper. The researcher measured students' perceptions by using a questionnaire that used a Likert rating scale. The questionnaire was distributed to and filled out by 37 students. The questionnaire was divided into four aspects. Firstly, a question related to students' familiarity with online learning tools. Secondly, containing statements related to their perception of online learning tools, and thirdly, their opinion on the implementation of Zoom and Google Meet. Lastly, one of their favorites is the two online learning tools: Zoom and Google Meet. After the data was collected, the researcher analyzed it using statistical analysis to find its mode, percentage, and the average for each aspect—the result has shown that students' perceptions toward both Zoom and Google Meet were positive. Firstly, students were asked about their knowing of Zoom and Google Meet, and the answers revealed that they knew both those online learning tools. Secondly, they were asked about their opinion on those tools. It was revealed that they had a positive perception of those tools. Zoom dominated the result over Google Meet with a score of 93,06% for positive statements and 79,30% for negative statements. Thirdly, students were asked about their preferable online learning tool. It was found that most students chose Zoom with a score of 89,2% over Google Meet.

Keywords: Online Learning, Students' Perception, Zoom, Google Meet

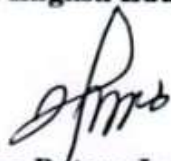
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CHAPTER I

INTRODUCTION

This chapter describes (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 BACKGROUND OF THE STUDY

The spread of the Coronavirus has shocked the world over the past two years. Coronavirus is a virus that infects humans and animals and typically causes respiratory tract infections in humans, ranging from the common cold to severe diseases like Middle East Respiratory Syndrome (MERS) and severe acute respiratory syndrome (SARS). This virus was confirmed and firstly appeared in December 2019 in Wuhan, China (WHO in Nasution et al., 2021). In Indonesia, approximately two million people were infected by this virus last year, and it caused Coronavirus Disease-2019 (COVID-19) (Indonesian Ministry of Health in Nasution et al., 2021). WHO (2020) mentioned that those infected with this virus would develop mild to moderate respiratory illness and recover without special treatment.

Nevertheless, some will be becoming gravely ill and require medical care. Older people with underlying conditions such as cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop severe illnesses. At any age, anyone can contract COVID-19 and become gravely ill or die.

In order to curb the spread of the COVID-19 outbreak, the President of Indonesia has reduced human interaction and face-to-face activities. Consequently, various activities, including working, trading, and learning, are conducted online. In this case, learning activities continue but constantly change. Online learning (e-learning) is a form that utilizes information technology to carry out the learning process without face-to-face communication between teachers and students (Mukarromah & Wijayanti, 2021). Simply, online learning is a practical design used by teachers to interact with students through internet-connected devices such as personal computers (PC) or mobile phones. Online learning is regularly followed by online learning tools such as RuangGuru, Duolingo, Google Classroom, Zoom, and Google Meet. In this pandemic situation, teachers and students are asked to utilize various teaching, and learning media in hardware and software form and regularly contain visual and audio effects. According to Arsyad (2009), retrieved from Iklimah & Agung (2018), hardware media is the media that has a physical form and can be felt through the five senses. In comparison, software media has

a non-physical form and commonly refers to hardware programs, such as scripts, applications, or documentation.

Numerous facets of contemporary life, including economics, industry, tourism, and education, have been infiltrated by technology. This has caused many concerns in the field of education particularly in the awareness of technology mastery as well as information technology (Jaya, 2016). We recognize the significance of technology in education, and these two cannot be separated. Teachers must be skilled at integrating technology into the classroom setting. Their innovative and imaginative ideas were the key to digital tool-based learning success. It was expected that using digital media in education would boost students' motivation to learn (Nuraziza et al., 2021).

Furthermore, Hidayat (2020) mentioned that online learning offered numerous advantages for students and teachers. One of its advantages was, Online learning allowed students to be flexible in time and place in the learning process ever. Students had access to a broader range of resources during the learning process. Therefore, students could learn with greater independence. The learning process has evolved significantly, but its objectives have not changed. Since 1971, schools' learning process has moved from predominantly teacher-centered to student-centered. It occurred as a result of globalization's effects. The evolution of the learning process is also influenced by internet usage (Nuraziza et al., 2021).

Sriwijaya University has conducted all learning activities online for the past two years. This decision was under a circular which has been spread on social media from the Ministry of Education and Culture regarding the President's decision starting from March 24, 2020, to secure the health of the students, teachers, and all staff (Kemendikbud, 2020). Therefore, students who enter college between the year 2020 and the year 2021 have not experienced face-to-face learning from educators. They have been required to engage in online learning activities utilizing campus-recommended learning tools for the past two years, such as LMS (Learning Management System), Google Classroom, Google Meet, and Zoom. These Online learning tools were used as a bridge to connect the interaction between students and lecturers.

Although online learning offers numerous advantages when implemented today, implementing online learning technologies is frequently problematic. Yuzulia (2021) mentioned that students often encountered problems in following the learning process, such as a poor internet connection, a lack of enthusiasm to study, difficulty concentrating throughout the learning process, stress resulting from the numerous assignments assigned by the teacher, and a lack of performance or features in some types of online learning tools. Teachers were

challenged to select appropriate online learning tools so that the learning process could flow smoothly.

Since the Covid-19 pandemic hit, online learning tools emphasizing video conferencing have become increasingly popular in recent years, particularly in higher education, such as Zoom and Google Meet. These software tools have been crucial to be used in the last two years. These two online learning tools had the best momentum in the previous two years, especially since the beginning of the COVID-19 pandemic and the issuance of policies to work and do activities from home online to prevent the spread of the Coronavirus. These online learning tools were also widely used for teaching and learning, company meetings, video calls with family, and webinars with many participants. Since the learning tools were conducted online, this could happen only through an internet connection, registering on the website via a computer, or downloading an application on a smartphone or device, following the path provided. At Sriwijaya University, the application of online learning employing these two online learning tools is highly prevalent. Each online learning tool has both advantages and disadvantages. While implementing online learning utilizing these online learning tools, it was discovered that certain students had issues such as a lack of internet quota, an unstable internet network, devices that do not support learning, and internet access that does not exist in specific regions, Etc.

Based on what has been stated, the researcher was interested in investigating using Zoom and Google Meet as online learning tools. The researcher was interested in the opinions of students at the English Education Study Program Faculty of Teacher Training and Education Sriwijaya University who had used Zoom and Google Meet as online learning tools for their daily learning during the Covid-19 Pandemic. As they had mastered the four English skills, “.... namely listening, speaking, writing, and reading.” (Jaya et al. 2022, p. 105). Before that, the researcher also included several results from previous studies regarding student perceptions in implementing online learning as a reference for the researcher in carrying out this research. First, the study by Zamista et al. (2020) entitled Student Perceptions of Online Learning for Calculus Courses, found that student responses or perceptions in online learning that is carried out at home, not directly face to face, could interfere the concentration, especially in calculus lessons, which were subjects that required special concentration. Hence, the results of this study indicated a negative perception of the learning environment when online learning is applied. Next, students preferred face-to-face learning over online lectures, according to a study by Anhusadar (2020). Lastly, a study from Yunita & Maisarah (2020) stated that the results of their research indicated that the students of English Education at the University of Bengkulu

had a positive perception of the implementation of the learning process during the Covid-19 pandemic in the good categories. Moreover, the data obtained from the written interview showed that most students responded positively to online learning conducted in the graduate English Education at the University of Bengkulu.

Reflecting on the concerns above, the researcher was inspired to conduct a study entitled **"Students' Perception towards Zoom and Google Meet as Online Learning Tools at English Education Study Program Faculty of Teacher Training and Education Sriwijaya University."**

1.2 PROBLEMS OF THE STUDY

Based on the background of the problems above, the researcher identified the problems of this research as follows:

- a. What was the perception of the students of the English Education Study Program Faculty of Teacher Training and Education Sriwijaya University toward Zoom and Google Meet as online learning tools?
- b. Which online learning tool was preferable to use by students of the English Education Study Program Faculty of Teacher Training and Education Sriwijaya University?

1.3 THE OBJECTIVE OF THE STUDY

Based on the problems of the study above, the purpose of this study was to find out as follows:

- a. To find the perception of the students of the English Education Study Program Faculty of Teacher Training and Education Sriwijaya University toward Zoom and Google Meet as online learning tools
- b. To find what platform was preferable to use by students of the English Education Study Program Faculty of Teacher Training and Education Sriwijaya University as online learning tools

1.4 SIGNIFICANCE OF THE STUDY

This research enhanced the understanding and knowledge of students, lecturers, and future researchers. First, the author expected this study to be a resource for student learning by using online learning tools, especially Zoom and Google Meet, in the Sriwijaya University environment. Second, the objective of this study was to evaluate the utilization of Zoom and Google Meet as online learning tools at Sriwijaya University. Third, the author expected that this research would be helpful for lecturers to select the more effective online learning tools between Zoom and Google Meet and for students to discover the advantages of using online learning tools for online learning. Lastly, it was expected that this research would serve as a reference for future comparative research with a broader focus.

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