# STUDENTS' PERCEPTIONS AND ATTITUDES IN USING VIDEO CONFERENCE ZOOM AS A LEARNING MEDIA FOR EFL LEARNING

## SKRIPSI

*Submitted in Partial Fulfillment of the Requirement*
*for the Degree of Sarjana Pendidikan (S.Pd)*
*English Educational Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Dengan ini menyatakan bahwa skripsi saya yang berjudul " **Students' Perceptions and Attitudes in Using Video Conference Zoom as a Learning Media for EFL Learning**" adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuain dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian  pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

**YANG MENYATAKAN**

**(Putri Ramadani Hutabarat)**

# ABSTRACT

**Hutabarat, Putri Ramadani. 1802050073. Students' Perceptions And Attitudes in Using Video Conference Zoom as a Learning Media For EFL Learning. Thesis. English Education Department Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. 2022.**

This research aimed to determine students' perceptions and attitudes toward using zoom as a learning medium during online EFL learning. This research uses the theory of Davis (1989), namely the TAM (Technology Acceptance Model) theory. This research also uses a qualitative descriptive method by Moleong (2017). Data sources were obtained from 50 8th-semester students by distributing questionnaires, and ten randomly selected students for interviews. The results of the questionnaire obtained were processed using IBM SPSS v.22. and interviews by entering interview transcripts. The results of this study indicate that students have positive perceptions and attitudes about using zoom as a learning medium during online learning. Students consider zooming, a video conferencing tool that helps students with online learning during the pandemic. Zoom is the right solution for learning, discussing, and attending meetings and webinars because its features make it very easy for students to interact with lecturers and classmates simultaneously, anywhere and anytime.

**Keywords:** *Students Perseptions' and Attitudes, Online Learning, Zoom Aplication, EFL Learning*

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**Assalamu'alaikum Warahmatullahi Wabarakatuh**

In the name of Allah Subhanahuwata'ala, the most excellent lord, the most merciful and beneficent, the researcher can finally finish this research titled "Students' Perceptions and Attitudes in Using Video Conference Zoom as a Learning Media for EFL Learning," peace be upon the prophet Muhammad Sallallahu'alaihiwassalam. The latter has brought human beings from the darkness into the brightness era, and we hope for his blessing on judgment day. And also, the author's parents, Edyanto Hutabarat and her beloved mother, Ediani Simanullang, who have helped the writer in any way, have always supported and been the reason for the writer to finish this research.

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Medan, November 2022
The Researcher,


Putri Ramadani Hutabarat

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# CHAPTER I

# INTRODUCTION

## A. The Background of Study

The utilization of information and communication technology in the field of education, such as the use of computers and networks, provides an opportunity for everyone to access learning materials presented in interactive form through computer networks. At this time, Information and Communication Technology has become part of the student's lifestyle, especially in education. In its development, science, and technology encourage the use of technological results in the learning process. And also, teachers always find that they can use or apply existing specialized tools following the times (Jared Keengwe, 2013: 51).

According to Keengwe & Georgina (2012:52), in their research states that technological developments provide changes to the teaching and learning process. The internet network is increasingly wide and sophisticated to facilitate the learning process. Courage-based learning (online) is needed as a means or tool to support the current learning process, especially during the current pandemic. During this COVID-19 pandemic, all schools and universities are conducting online learning. However, online learning is not practical because of the lack of efficiency of technology, the difficulty for students to understand the concept textual, and online learning causes social isolation and results in students needing to develop the necessary communication (Ramsook & Thomas, 2019).

Many students who operate gadget applications find it easy to understand what they read from the text using various applications such as Google Meet, Quipper School, Quiziz, Zoom, Google Classroom, Webex Meet, and WhatsApp (Gheytasi, 2015, p. 230). Currently, numerous applications are being developed for technological advances in education, and we also strongly support the development of learning media. The media is a tool for providing knowledge and information in education. Media is a tool for more effective communication between teachers and students while studying at school (Oemar Hamalik, 1986). Learning media can convey information, messages, and especially materials, making it easier for educators to provide materials to their students.

Zoom is one of the most important platforms for conducting conference calls (Mandy and Archibald, 2019: 4). The Zoom App is one of the most used platform forms. *Zoom* is a cloud-based video web conferencing application that provides web conferencing and online conferencing that provides group messaging and session recording to 1000 video participants and 10,000 viewers. The main features are clear video and sound, group messaging, full-screen display, simultaneous screen sharing, a small meeting room where participants and students can be divided into small groups, organizers and teachers visit each group to see how the presentation and conversations between participants took place and the display board (Chamran et al., 2020).

In addition, Zoom Video Conferencing is more stable and supports long video calls. This Zoom application can be downloaded from the Google Play Store for free and is relatively easy to use. The Zoom application is now a hot

topic among students in the education world, as many students and teachers use it (Haqien Danin, 2020, p. 51). Zoom is one of the communication media that supports work during a corona pandemic and one of the work tools of WFH or Work From Home. The Zoom application helps company employees, students, teachers, and scholars promote activities and conduct educational and learning activities (Haqien Danin, 2020, p. 51). Zoom features may initially be difficult to access (Cuaca Dharma et al., 2017). Students also mention that bad internet bandwidth has effects such as faint voice on online platforms, poorly delivered materials, lack of direct lecturer-student interactions, noise, and wasting a lot of internet quota (Ramsook & Thomas, 2019).

However, teachers and students still use the zoom application because it makes it easier to manage lessons in online learning and convey information quickly and accurately to students without having to meet or meet face-to-face. Zoom is also easily accessible to every participant among students during this pandemic (Kevin, 2020). In addition, zoom also has a negative impact on its use, namely students and lecturers experience boredom when studying online, and it is also difficult to understand students' abilities from a distance.

Currently, the learning system is being replaced with an online system approach due to situations where face-to-face meetings are not possible, namely the COVID-19 pandemic. As a result, learning must be done online and cannot be face-to-face. Therefore, the President of the Universitas Muhammadiyah Sumatera Utara decided to use one of the Zoom applications to conduct online learning as a learning medium.

Based on the explanation above, a study of student perceptions of using Zoom video conferencing for EFL learning is important because lecturers need to know how students perceive using Zoom video conferencing in EFL learning and how they use it as a media for language learning. It is also essential in this pandemic and as a new, more effective learning media because all levels of education must move to online learning. This research is also expected to contribute to the world of education in Indonesia by finding out how students perceive using Zoom video conferencing in EFL learning during the pandemic and in distance EFL learning.

The learning process through Electronic learning (E-Learning) has been actualized during a pandemic at the Universitas Muhammadiyah Sumatera Utara. All courses already use E-learning, such as Zoom, Google Classroom, and Whatsapp. Following the applicable curriculum, the allocation of time in learning in EFL classes is reduced to one hour in each meeting due to the current outbreak. This certainly encourages lecturers and students to think about the best way to use this time allocation. Therefore, this study investigates how students view Zoom Video conferencing, which is applied to help their education. In other words, the researcher wants to determine whether they learned and followed the lesson well using Video conference Zoom during the Covid-19 pandemic.

Based on the explanation above, the researcher is interested in exploring student perceptions after participating in the learning process through Video conference Zoom as a learning media. However, in this research, the researcher also paid attention to the students' problems that using Zoom during a pandemic is

still less effective and not optimal for learning. Then, the researcher conducted research entitled " Students' Perceptions and Attitudes in Using Video Conference Zoom as a Learning Media for EFL Learning."

**B. The Identification of Problem**

From the research background, the researcher identified several problems:

1. The students' perceptions and attitudes about using Zoom in EFL learning as a learning medium.

2. The ineffectiveness of the learning process after the Covid-19 pandemic by using Zoom as a learning medium.

3. Students' difficulty participating in learning is because of internet network constraints that could be better.

4. Students have difficulty following learning using zoom.

**C. The Scope And Limitation of Study**

This research focuses on finding student perceptions and attitudes about the use of the Zoom video conference platform as an effective teaching and learning media in the EFL class, 50 8th semester students in the morning class, Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

**D. The Formulation of Study**

The formulating of the problems is as follows:

1.  What are the students' perceptions and attitudes toward using Zoom in EFL learning?

2.  How is the ineffectiveness of learning after the Covid-19 pandemic using zoom as a learning medium?

## E. The Objective of Study

There are several objectives in doing this research:

1.  To find out students' perceptions and attitudes in using Zoom for EFL learning.

2.  To describe the ineffectiveness of learning after the Covid-19 pandemic using Zoom as a learning medium.

## F. The Significance of Study

The researcher hoped that the study would benefit all levels of education practitioners both theoretically and practically:

1.  **Theoretically**

The results of this research are expected to increase knowledge about the use and benefits of the zoom application as a continuous learning media and can also be used for further reference in further studies in the same field.

2.  **Practically**

1.  For lecturers, the results of this research are expected to provide information and suggestions for using Zoom in EFL classes.

2. For students, learning outcomes are expected to help them learn the language because English is significant for their future careers, and they can use Zoom to learn EFL outside the classroom.

3. For other researchers, the research results provide information and knowledge about students' perceptions of using Zoom for EFL learning.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Theoritical Framework

## 1. Platform

### 1.1 Definition of Platform

A platform is a set of technologies that serves as the basis for developing other applications, processes, or technologies (Janssen, 2015). In personal computing, the platform is the basic hardware (computer) and software (operating system) that can run software applications. This environment forms the basic foundation for the support and/or development of an application or software. If an application is the basis of another program, it also acts as a platform. For example, the web browsers we use in our daily lives rarely accept third-party plug-ins, making browser applications the platform for interfaces. Nowadays, almost every software company is building a fair amount of "platform". However, not all platforms created are created in the same way. Facebook, Amazon, Google Search, Android, and Grab are all platforms, but at the same time, these platforms have ways to create network effects, types of interactions allowed, approaches to adopt, strategies, and other methods.

1.2 **Types of Platform**

The following are the types of software platforms, namely:

1.2.1 Utility platform

Utility platforms attract  users by providing convenient and almost free services. When the number of users using the service reaches a certain number, the platform will be open to the second type of participants. There is no network effect in the useful service itself. Google Search and Skyscanner are  examples of utility platforms.

1.2.2 Content Distribution Platforms

Google AdSense, PropellerAds, and Millennial Media are examples of content delivery platforms. Such platforms connect content owners  who want to deliver content (or advertisements) to their users. The more content available on the platform, the more attractive it becomes. User reach and content matching accuracy are two of the most important aspects of this platform.

1.2.3 Data Harvesting Platforms

These platforms provide useful services to users and use platform services to generate data. The data  collected from all users of the platform will be reported to the service, making it more convenient for users. Network effects on these platforms are related to data, not users. Platform services generate data that makes the platform more valuable to users, attracts more users, and generates more data for their use. One example is Google Maps.

1.2.4 Interaction Networks

These types of platforms facilitate interaction between specific participants (individuals and businesses). Digital interactions can take the form of messages, voice calls, images, or money transfers. The basic function of an interaction network is identity. The first network effect is between users of the platform because users join the platform and interact with other users. Users attract users, which attracts other users. Some examples are Facebook, WeChat, Telegram.

1.2.5 Technology platform

This type of platform has no implicit network effect. The platform has been well received and grown by developers and is independent of supply and demand interactions. Therefore, technology platforms are much easier to launch than multi-sided or peer-to-peer platforms.

1.2.6 Marketplaces

These are two-way platforms that connect supply and demand. The marketplace enables transactions between  participants on the demand side. On these platforms, the prices of the products and services offered are set by the seller. Sellers attract buyers with exciting offers, which in turn attracts more sellers.

1.2.7 On-demand Service Platforms

The on-demand service platform integrates the search, order, payment, fulfillment, and  service verification processes under one roof. Pricing, quality standards, and fulfillment processes are set up and managed by the platform. Users or buyers usually have less freedom in choosing how  and to provide services. Examples are like Uber, DoorDash, and Go-Mart.

### 1.2.8 Computing Platforms

For computing platforms, the connection between users and developers is established through the app store / marketplace. These platforms tend to create a strong two-way network effect when the platform reaches a certain number of users. Users attract developers, developers create apps, apps attract users, and users attract developers.

### 1.2.9 Content Crowdsourcing Platforms

These types of platforms collect content from users in the form of videos, blog posts, reviews, and share this content with different users. In a crowd sourced content platform, users interact with the platform and the dialogue is focused on the content. As more content is available on the platform, more content consumers will join the platform, making it more valuable to content providers, and content providers will generate more content. Examples are like YouTube, Twitch, and Tiktok.

## 2. Online Learning

### 2.1 Definition of Online Learning

Online learning is the latest and most popular form of distance learning currently taking place on the Internet. Teaching can be done both inside and outside the classroom, but the use of computers and the internet is an important part of e-learning. E-learning has grown rapidly in recent years as technology has been integrated into education and training (Smart & Cappel, 2006). E-learning is often the same as web-based learning because many users today have direct

access to the Internet connection (Hall, 2003). E-learning can be implemented in a variety of ways. Through the use of self-learning units, asynchronous interactive sessions (participants interact at different times), or synchronous dialogue environments (learners meet in real time) (Ryan, 2001).

## 2.2 Advantages and Disadvantages of Online Learning

### 2.2.1 Advantages

According to (Arkorful & Abaidoo, 2015), the following are the advantages of online learning in the world of education, as follows:

a) Be flexible in terms of time and place. Each student is able to choose a place and time that suits them.

b) Online learning increases the effectiveness of your knowledge and skills by providing easy access to large amounts of information.

c) Students can use discussion forums to create opportunities for student relationships. Online learning can motivate students to interact with others, share different perspectives, and evaluate. Online learning also promotes communication and enhances relationships that support learning.

d) Online learning is cheap in the sense that students do not have to travel. It is also cost effective as it provides learning opportunities for the largest number of students without the need for a lot of buildings.

e) Online learning helps fill the shortage of academic staff such as trainers, teachers, facilitators, and laboratory technicians.

f) Apply online learning to learn at your own pace.

2.2.2 Disadvantages

According to (Arkorful & Abaidoo, 2015), the following are the disadvantages of online learning in the world of education, as follows:

a) Online learning as an educational model allows students to experience pondering, isolation, interaction and lack of relationships.

b) Online learning methods are less effective than traditional learning methods in terms of clarity, explanation, and interpretation.

c) Online learning as a model can have a negative impact on students in terms of improving their communication skills.

d) Online learning can also lead to copyright infringement and plagiarism caused by poor selection skills and simple copy and paste.

e) Online learning can also enhance the role of socialization, the role of educational institutions, and the role of trainers as leaders in the educational process.

f) Online learning can also lead to congestion and heavy use of some websites. This can result in unexpected costs in the form of lost time and money.

## 3. Perception

### 3.1 Meaning of Perception

Perception is a process that involves the entry of messages or information through the five senses (Slameto, 2003). Perception is obtained by summarizing information from a person and interpreting the information so that the person can respond positively or negatively to the information and basically involves the

relationship between a person and his environment through the five senses. After a person feels an object in his environment, then it is processed into the meaning of the object. These experiences will be interpreted by brains against certain impressions that may differ from one another. In short, perception is a way of interpreting information using the human senses. According to Thoha (2003), the perceptual process depends on several stages that begin when a person is exposed to environmental stimuli, which are captured by the senses and sent to the brain. Stimulation is interpreted based on a person's motivation and personality. Information is recognized by the individual in the form of feedback about the stimulus. Along this line, Walgito (2004) emphasizes that those who perceive something need to be careful when observing the object. This happens because a person can receive multiple stimuli from the environment and not all of those stimuli receive a response from the perceived person.

Furthermore, there are several factors that are important in the process of perceiving humans or objects. According to Walgito (2004), there are three factors that affect perception, the first being a strong stimulus. It should remind the individual so that he can feel it immediately. Obvious stimuli can affect perception. The second is physiology and psychological. Physiology deals with the sensory organs of our body, but the psychological aspects include experience, motivation, and thinking ability. The last important thing is the environment. Stimulation-inducing situations also affect perception, especially if the object is human. Different people have different social backgrounds and produce different

perceptions. From this it can be concluded that the factors that influence a person's perfection come from people from within and outside the country.

**3.2 Process of Perception**

Perception is the process of selecting, organizing, and interpreting information (Gerber & Murphy, n.d.). This process involves the perception of a particular stimulus that passes through a perceptual filter, is placed in an existing structure and pattern, and is interpreted based on previous experience. This section describes how to filter, organize, and give meaning to the many incoming stimuli we receive.

3.2.1 Selecting Information

Selecting is the first part of the perceptual process, paying attention to specific incoming sensory information (Gerber & Murphy, n.d.). We tend to pay attention to prominent information. Emphasis is the extent to which something gets our attention in a particular situation. What catches our attention can be as abstract as a concept or as concrete as an object. The degree of emphasis depends on three factors: visual and auditory stimuli, needs and interests, and expectations (Fiske & Tayor, 1991).

3.2.2 Organizing Information

Organization is the part of perceived information that is sorted and categorized based on innate and learned cognitive patterns (Gerber & Murphy, n.d.). Arranging selected information in chronological order according to  the experience of a series of events is called punctuation. The three ways to classify things into patterns are accessibility, similarity, and dissimilarity (Coren, 1980).

### 3.2.3 Interpreting Information

Interpretation is the part that gives meaning to experience using a mental structure called a schema (Gerber & Murphy, n.d.). A saved database-like schema is the relevant information used to interpret the new experience. There are fairly complex schemas that have evolved over time as smaller pieces of information are combined to make complex information more meaningful.

In addition, the theory that researchers will use in conducting their research to examine student perceptions is to use Davis' theory, namely the TAM theory. The Theory Acceptance Model (TAM) introduced by Fred D. Davis in 1989 is a theory that how users come to accept and use technology (Davis et al, 1989). Acceptance of the use of the implementation of information technology systems can be defined as the desire that arises in the user group to implement the information technology system in their work. The TAM model, which was developed from psychological theory, explains user behavior based on beliefs, attitudes, intentions, and user behavior relationships. The purpose of this model is to explain the main factors of user behavior toward user acceptance of technology.

The main purpose of TAM is to help provide a basic framework for exploring the influence of external factors on the beliefs, attitudes, and goals of users (Davis, 1989). The TAM framework has an important variable in this model that can help explain the acceptance of a new technology system in society, namely perceptions of ease Perceived Ease of Use, Perceived Usefulness, Attitude Toward Using, and Behavioral Intention to Use.

*3.3.1 Perceived Ease of Use*

Perceived Ease of Use can be defined as the degree to which the user believes that the technology or system can be used easily and free from problems. This means that the more skilled in technology it will be easier to solve difficulties in work, the easier it is to accept technology. Therefore, a system that requires a small business is said to be better than a system that requires a larger effort (Davis, 1989: 320).

Perceived Ease of Use in using technology is influenced by several factors:

1.  The first factor is the user experience with the use of similar technologies.

2.  The second factor is the reputation of the technology that the users get.

3.  The third factor is the availability of reliable support mechanisms. A reliable support mechanism will make users feel comfortable and confident, that there is a reliable support mechanism in case of difficulties in using technology, thus encouraging user perceptions to be more positive.

*3.3.2 Perceived Usefulness*

Perceived Usefulness is used to measure how much users feel that technology can be useful for users and can improve work performance that can be used profitably (Davis, 1989: 320). The perceived usefulness of the benefits of technology can be measured from several factors as follows:

1)  Usability, includes several measures, namely making work easier, more useful, and can increase productivity.

2)  Effectiveness, includes several dimensions of measure that can enhance effectiveness and can develop work performance.

### 3.3.3 Attitude Toward Using

Attitude Toward Using in TAM is conceptualized as an attitude towards the use of the system in the form of acceptance or rejection as an impact when someone uses a technology in their work (Lihawa 2012). Davis et al. (1989) stated that attitude towards behavior is defined as positive or negative feelings from someone if they have to do the behavior that will be determined. Fishbein & Ajzen (1991) define attitude as the number of feelings a person feels to accept or reject an object or behavior and is measured by a procedure that places the individual on a two-pole evaluative scale, for example, good or bad, agree or reject, and so on. Attitude is an evaluation of positive or negative beliefs or feelings from someone if they have to carry out the behavior to be determined (Jogiyanto, 2007: 116).

### 3.3.4 Behavioral Intention to Use

Behavioral Intention to Use is a behavioral tendency to continue to use technology. A person's level of technology use can be predicted by attention to the technology, such as the desire to add support, motivation to stay, and the desire to motivate other users (Davis, 1989: 321). The behavior carried out is expected and planned behavior so that it can be carried out properly. Belief in using the system determines the user's attitude towards the use of the system and then determines the behavior and leads to the actual use of the system.
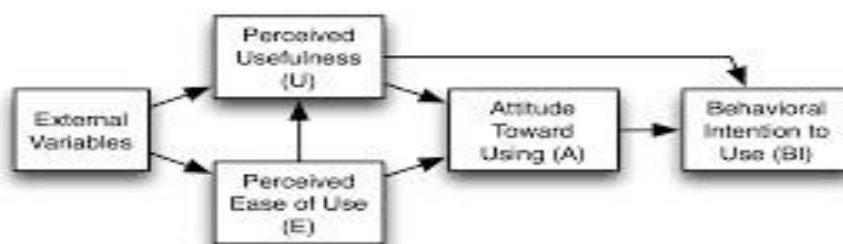
## 4. EFL Classroom

Learning is the process of interaction between teachers and students in a learning environment for sharing information. One of them is learning English as a Foreign Language (EFL). According to Harmer (2007:19), EFL can be defined as an English class in which students either study English in their own country or take short-term courses  in English. Harmer (2007) states that the EFL is learning English for students to use with other English speakers around the world when the student may be a tourist or businessman. Brown (2001: 116) states that foreign language contexts do not have a ready-made context for students to communicate outside the classroom. EFL is available for students at specific times or events. Using English for international communication, especially on the Internet, means that students are actually part of the global target language community. They will be ready to communicate in English as the language of the world in the future. Finally, it is very important to learn from an early age, as English has a huge impact on everyday life.

According to Harmer (2007), English as a foreign language is generally used by students studying general English at their school or institution as a temporary visitor to the country of interest. This means that students only have the opportunity to learn English and use it every time in their daily school or college life. Since we speak EFL, the government of our country has decided that English should be taught to students from elementary school to university (as local content). Students are expected to have English proficiency or knowledge that can be used for communication. In order for students to be competitive in this global era, they must teach English. Many requirements, such as finding a job or continuing to study, require knowledge of English.

In teaching English as a foreign language, the teacher must be able to manage the class well. Teachers must be creative and manage the class with interesting techniques, as proposed by Brown (2001), teaching is showing or helping students to learn how to do something, giving instructions for learning something, providing language, and causing to know or understand. This means that teachers must make students feel comfortable and interested in learning subjects, especially English, by using creative techniques, so that students will focus on the learning process.

In short, it is clear that by learning English, students are expected to be able to apply their English language skills to international communication. In teaching, especially teaching English, teachers must prepare the concept of teaching as well as possible and are required to create fun learning, because some

students say that English is the most difficult subject. Fun learning will increase students' motivation to learn English as much as possible.

## 5. Video Conference Zoom

Zoom is a cloud computing video conference service. Zoom is a cloud-based video conferencing platform that can be used for video conferencing meetings, audio conferencing, webinars, meeting recordings, and live chat. The zoom application allows users to almost see each other through videos, voice calls, or both. Applying online learning activities through the zoom meeting application has the advantage of allowing teachers to communicate more with their students. Most importantly, the teacher conducts effective educational and learning processes such as face-to-face education activities in class. However, Elezaj (2020) explained that the zoom meeting had flaws. The downside is that educational and learning activities at the Zoom meeting relied on the power to influence the quality of video and audio.

However, students need to be equipped with the zoom application as an educational platform. First, video conferencing applications have been overgrown as a learning media during the corona pandemic, and Zoom is widely chosen as a learning media. Second, Zoom has also been popular among students as a distance learning media (Oliveira Dias et al., 2020).

Since the corona pandemic has taken place without face to face classes, teaching and learning activities have shifted to virtual classrooms held through Zoom meetings. Several useful features make the learning experience enjoyable

for teachers and students via Zoom, such as Two Way Video and Audio, Video Breakout Room, Integration, Accessibility, Recording, File Delivery, and Simplicity / Ease of Use.

## 6. Learning Media

Oemar Hamalik (1986) defines media as a tool used to make communication between teachers and students more effective while studying at school. In short, Learning materials are anything that can be used to convey information, messages, especially learning materials, so that educators can more easily convey learning materials to students. In addition, the use of media in the teaching and learning process can also stimulate students' attention and interest, pay attention to and learn about materials communicated by teachers to achieve learning goals. Another goal of using learning materials in the teaching and learning process is to facilitate and simplify the teaching and learning process in order to improve the quality of teaching and learning and achieve the learning objectives.

Oemar Hamalik (1986), Djamarah (2002), and Sadiman, et al (1986) grouped media based on type. Media consists of three types:

a. Audio media, is a type of learning media or learning resource that contains messages and topics presented in interesting and creative ways, and these media exist only in the form of sound and are therefore applied only through hearing.

b. Visual media, is a tool or learning resource that contains messages, information, especially topics, is presented in an interesting and creative way, and applies an inner vision.

c. Audiovisual media, is a type of learning media or resource that contains messages and topics that are interesting and creatively designed using hearing and vision.

   1) Silent audiovisual, that display mute sounds and images such as Slide sound film.

   2) Motion audiovisual media, that is, media that display audio and video such as movies, videocassettes, and VCDs.

The following are some of the functions of learning media are as follows:

a. Tools to help make learning situations more effective.

b. As one component that is interconnected with other components so as to create the expected learning situation.

c. Students do more activities during learning, not only listening but also observing, demonstrating, directing, and acting.

d. Can foster student motivation in learning because teaching will be more attractive to them.

e. Teaching methods will be more varied, not only based on verbal communication through words.

According to Sukaartiwi (1996) in Ruis, Muhyidin and Waluyo (2009) there are several advantages of using media in the teaching and learning process, namely motivate students, make students easier to understand the subject, and

make the teaching and learning process more systematic. The existence of supporting media in the learning process can provide many advantages for students to make it easier to understand the material presented by the teacher and students do not feel bored when learning takes place, and students will be motivated to learn. Learning media makes the teaching and learning process more systematic.

## B. Relevant Study

There are several studies on student perception using TAM theory examined on various objects. That is, the following statement.

First, Sefrika & Alawiah (2020) with the title "Acceptance Of Video Conference Technology as a Distance Learning Media with the Tam Method". The research used TAM theory as a methodology combined with quantitative research to investigate student acceptance of video conferencing as a distance learning media. Participants in this research were 200 students who used video conferencing while studying. As a result, 69.80% of the participants agreed that the electronic materials were easy to use, and 97.45% of the participants agreed that they were very satisfied with the benefits they received from this application. Overall, 72.69% of participants agreed that students could accept video conferences as an e-learning tool during distance learning.

Second, Blasco & Virto (2020) with the title "E-learning using Video Conferencing Applications: How is Google Meet perceived among students?". This research examines the factors that influence students' perceptions of the performance of Google Meet as their e-learning video conferencing tool using the

TAM theory, PLS-SEM, to test the results of the pre-test. The survey included 66 participants and used a questionnaire to collect data. As a result of the research, each element is related and influences each other. The most important factor lies between intent to use and playfulness. The survey also shows that students are interested in content and enjoy interesting and meaningful material.

The third related research was conducted by Anggi Yusuf Mustofa (2021) with the title "Students' Perception Toward The Use Of Vmeet Uin Malang As An Effective Learning Tool In EFL Classroom". This research aims to reveal the acceptance of Vmeet UIN Malang students as an effective learning tool based on their experience in using TAM theory to test the results of the pre-test. Researcherused questionnaires and interviews to collect data. The participants of this research were 27 English students. The results showed that students perceived positive attitudes towards the use of Vmeet as a learning aid during the learning process in the EFL class. They feel more confident, more competent, and more willing to communicate in English. Vmeet is the right solution for facilities in meetings or discussions both inside and outside the classroom because its features such as share screens, microphones, and chatrooms make it easier for students to interact with others and lecturers at the same time.

In relation to previous research, researcher found some similarities in using TAM theory as a theoretical framework to determine students' perceptions of the use of video conferencing in learning. However, there are several aspects that distinguish this research from previous research. The first is a researched video conferencing application. In previous studies, researchers examined

different Video Conference applications, but in this research researcher examine the Zoom application as a video conference application used. The second difference is in terms of the methods and tools used. Despite all these differences, the researcher used all previous studies as a reference when conducting this research.

### C. Conceptual Framework

Zoom is a video conferencing application that in recent years has often been used as a distance learning media during the COVID-19 pandemic. Students are already familiar with this application because zoom has become part of the distance learning process which is quite effective in helping students during the pandemic. In this research, researcher will analyze students' perceptions and attitudes of using zoom as a learning media in the EFL class.

The research will be based on the David's theory which is a model for measuring acceptance of the use of Information Technology. This research is supported by the TAM theory proposed by Davis (1989) as a theoretical framework to analyze student perceptions and acceptance based on Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) which in the development of TAM are factors that influence User Attitude (UA) and Intention to Use (IU) to Zoom in Universitas Muhammadiyah Sumatera Utara. The Technology Adoption Model (TAM) is a technology adoption approach that uses behavioral analytics of technology users. This theory approach determines whether a student can accept a technology or system and then can be measured by the intent of using the

technology. TAM aims to explain and evaluate user acceptance of information systems.

**Students' Perceptions and Attitudes in Using Zoom as a Learning Media**

**(Davis, 1989)**

**Usefulness of Zoom as a Learning Media**

**The easiness of Use Zoom as a Learning**

**Attitude Towards Using Zoom as a**

**Behavioral Intention to Use Zoom as a Learning Media**

**Findings**
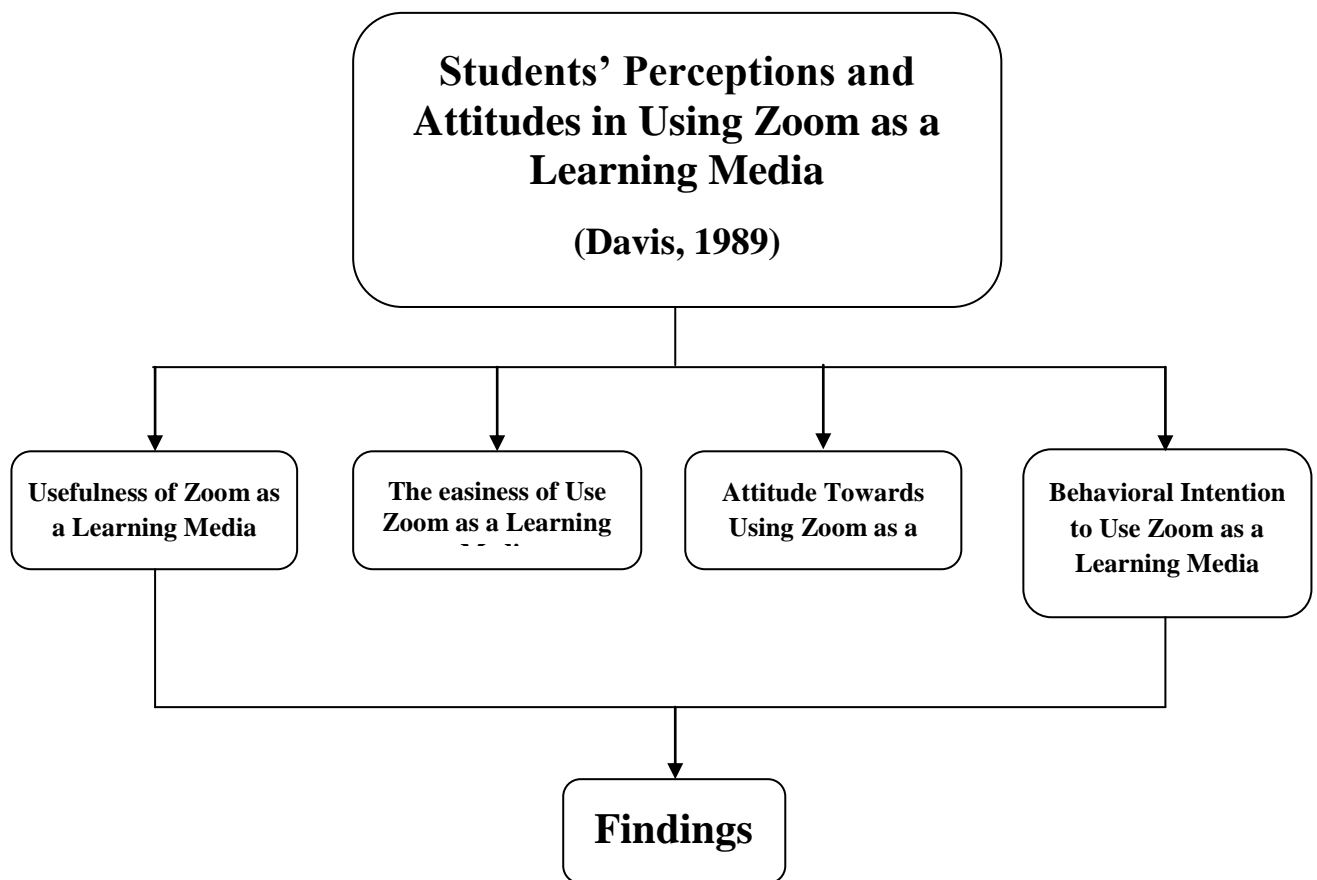
# CHAPTER III

# RESEARCH METHOD

## A. Location

The location related to the implementation of this research is Universitas Muhammadiyah Sumatera Utara. By exploring the existing problems, the researcher wants to obtain data regarding the experience of using the zoom application as a learning media in the EFL class at Universitas Muhammadiyah Sumatera Utara.

## B. Population and Samples of the Study

The population is a collection of elements or units within a specific area or scope, which have specific characteristics or characteristics and are determined by the researcher as the object of research analysis (Wahyudin, 2015, p. 16). This research was conducted at the Universitas Muhammadiyah Sumatera Utara, at Jl. Captain Muchtar Basri No.3, Medan City. The population and sample studied in this study were 50 students in the 8th semester of the morning class at the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, for the 2018/2019 academic year. In this research, researchers also used a random sampling technique. Because random sampling is used to take sample members from the population is carried out randomly regardless of the level that exists in the population (Sugianto, 2001, p. 57).

The reason for taking purposive sampling is that simple random sampling is intended to be an unbiased representation of the group. This is considered a fair way to select a sample from a larger population because every member has an equal chance of being selected. Furthermore, this research aims to determine students' perceptions of using Zoom as a learning medium in the EFL class. All 8th-semester students in the morning class can be sampled for this research because all students have used Zoom during online learning.

## C. Research Design

This research investigates students' perceptions and attitudes toward using Zoom as a suitable learning medium in EFL classrooms. This research uses a descriptive qualitative method. Thoroughly this research is an activity aimed at explaining the situation of phenomena that are formed to obtain information about what is happening. According to Moleong (2017), as quoted by Resty (2022), qualitative research is a study to understand phenomena (behavior, perception, *Etc*.) experienced by research subjects as a whole and through understanding and explanation in the form of words and language in a natural context particular. This research is also supported by Davis's (1989) theory, namely TAM theory as a theoretical framework to analyze students' perceptions and attitudes based on Perceived Ease of Use (PEOU) and Perceived Usefulness (PU), which in the development of TAM factors that influence User Attitude (UA) and Intention to Use (IU) to Zoom UMSU Medan (Masrom, 2007). With the

TAM approach and theory, the researcher hopes that this research can explain students' perceptions and attitudes toward Zoom in EFL learning. The research design used in this research is a qualitative description and data analysis using statistical procedures with the help of IBM SPSS v.22.

### D. Technique of Collecting Data

Data collection techniques describe the methods researcher use to collect data related to the focus of their research. In this research, the equipment is used to obtain the following data:

### 1. Questionnaire

Questionnaires are the data collection method that consists of questions to collect information from participants. This survey uses an online survey using Google Forms. The questionnaire contains closed questions. The researcher will use a closed questionnaire to collect answers from participants most likely to share their views (Siniscalco & Auriat, 2005). The survey is divided into two parts as follows.

In the first part, participants were asked to enter personal information such as name, gender, class, and WhatsApp number. Next, students were asked about activities using the Zoom application as a learning medium. Participants were asked to answer whether they had used Zoom, when was the last time they used Zoom, and also the advantages of Zoom compared to other video conferencing applications. Next, Section 3 discusses the perception of using zoom as an EFL learning medium. This section uses a 5-point Likert scale (1 = strongly disagree, 2

= disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The Likert Scale Questionnaire section contains 20 items from four sub-indicators: usefulness, ease of zoom as a medium, attitudes, and students' behavior in using zoom. This statement was adapted by Sharma (2019), Altam (2020), Chuinta (2017), and Ngonidzashe (2013).

## 2. Interview

Interviews were conducted to learn more about student perceptions and to support the answers to given questionnaires. Interviews allow the researcher to listen to respondents' views and experiences over time and ask research questions to explore further ideas (Harding, 2013). The survey was conducted via an interview via WhatsApp call, asking ten out of fifty students for the best interview answer. This interview was conducted online due to face-to-face interview limitations. In an interview, students answered six free-form questions about their behavior, reasons, benefits, and challenges using Zoom in an EFL class.

The following are the steps taken by the researcher to conduct this research, as follows:

1) The first step is to prepare a questionnaire. Researchers modified the questionnaires from several studies for this study. Then the questionnaire items are verified by the supervisor to see whether the questionnaire items follow the research.

2) After that, the researcher created an online questionnaire form in the form of a Google form shared in the students' WhatsApp group.

3) Then the researcher collects the questionnaire results from the google form data and analyzes them.

4) After analyzing the data from the questionnaire and getting the answers from the google form, the researcher randomly prepared interview questions for ten students. Then, the interview questions were verified by the supervisor.

5) Ten students who were interviewed were selected from the total participants. The selection of informants was based on the results of a random questionnaire.

6) Then, the researcher conducted interviews with students one by one in Indonesian via WhatsApp calls.

7) When interviewing students, the researcher uses a screen recorder to record the interview process. After that, the researcher copied the interview notes for analysis.

The composition of the questionnaire items for each research variable used is as follows:

Tabel 1. Perceived Ease of Use

| No | Statement |
|---|---|
| 1 | Zoom makes it easy for me to follow courses anywhere and anytime. |
| 2 | The menu on Zoom is clear and easy to reach for me to use. |
| 3 | I can use Zoom easily without any problem. |
| 4 | Zoom is easy to use as a learning tool for me. |
| 5 | I find it easy to get material via Zoom. |

Tabel 2. Perceived Usefulness

| No | Statement |
|---|---|
| 1 | Zoom is useful in helping the learning process for me |
| 2 | The time and energy I use in studying becomes more effective by using Zoom |

| 3 | Both learning and discussion became faster for me. |
|---|---|
| 4 | Can follow learning anywhere and anytime |
| 5 | Learning effectiveness increases by using Zoom |

Tabel 3. Behavioral Intention to Use

| No | Statement |
|---|---|
| 1 | I want to continue to use Zoom in the future as a learning media. |
| 2 | I always use Zoom to keep up with the lessons with its ease and features. |
| 3 | I always use Zoom to help me follow lessons and discuss using the features provided. |
| 4 | I always try to use Zoom to get lessons and materials from the Lecturer. |
| 5 | I want to always be able to follow learning by using zoom anywhere and anytime. |

Tabel 4. Attitude Toward Using

| No | Statement |
|---|---|
| 1 | I am satisfied with Zoom's performance as a learning media |
| 2 | I am satisfied using Zoom to follow the lesson |
| 3 | I am satisfied with using the zoom features during the lesson. |
| 4 | I am satisfied because Zoom is fun to use in the learning process |
| 5 | I am satisfied using zoom as a media because I can follow lessons anywhere and anytime |

## E. Technique of Analyzing Data

The data analysis technique is the process of collecting data systematically to facilitate the researcher in obtaining conclusions. Conclusions will be readily obtained if the data analysis technique is correct. According to Miles & Huberman (1994, p: 10), the analysis consists of three coincidences: data reduction, data display, and conclusions drawing/ verification.

### 1. Data Reduction.

According to Miles & Huberman (1994, p. 10), data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data that

appears in written field notes or transcripts. After researching or collecting data from Google Forms, the researcher needs to analyze the data. Survey data is entered into tables and summarized in frequency and percentage. Frequency and percentage results are copied from Google Forms results. The researcher then interprets the data in the table.

2. **Data Display**

The second stage is data display. According to Miles & Huberman (1994, p: 11), they believe that better display of data is the primary means for accurate qualitative analysis, which consists of: various types of matrices, graphs, networks, and graphs. Data from the questionnaire are entered into tables and summarized as frequencies and percentages. The frequency and percentage results are copied from Google form results. Then the researcher interprets the data in the table. In this study, interview data were presented in the form of stories.

3. **Conclusion Drawing**

According to Miles & Huberman (1994, p: 11), the conclusion is only half of the mini-configuration. The researcher has a brief conclusion in the middle of data collection. After viewing the data, the researcher draws conclusions based on the research questions.

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This research was conducted to determine student perceptions and attitudes toward using Zoom as a learning medium in EFL learning. The participants in this research are eighth-semester English education majors. 10 students were chosen to participate in interviews out of the total of 50 students who were invited to complete the questionnaire. This chapter contains information regarding the researcher's data gathered through interviews and questionnaires. Data from questionnaires are presented using tables and percentages, and data from interviews is shown as transcriptions.

**A. Findings**

This section presents research findings and data presentation based on data collected from interviews and questionnaires with 50 correspondents consisting of Male (L) and Female (F) students who use Zoom for online learning. The researcher uses the Technology Acceptance Model (TAM) theory proposed by Davis (1989) as the theoretical framework in this research. The theory consists of four keyframes: perceived usefulness (PU), perceived ease of use (PEOU), use intention (IU), and user attitude (UA). Further research results are discussed below. Correspondence data is shown in the table below.

Tabel 4.1 Research Participants on Questionnaire

| Correspondent | Frequency | Percentage (%) |
|---|---|---|
| Male | 4 | 8,0% |
| Female | 46 | 92,0% |
| **Total** | **50** | **100%** |

Tabel 4.2 Research Participants on Interview

| Variable | Correspondent | Transcription Code |
|---|---|---|
| Male | Male 1 | M1 |
| | Male 2 | M2 |
| | Female 1 | F1 |
| | Female 2 | F2 |
| | Female 3 | F3 |
| Female | Female 4 | F4 |
| | Female 5 | F5 |
| | Female 6 | F6 |
| | Female 7 | F7 |
| | Female 8 | F8 |
| **Total** | **10** | |

## 1. Perceived Ease of Use

One sub-indicator Davis (1989) proposed is the extent to which users believe that the technology or system can be used easily and free from problems. Perceived Ease of Use (PEU) refers to the more skilled in technology, and the easier it is to solve difficulties in work, the easier it is to accept technology. In this section, a questionnaire according to the Likert scale is used to determine students' perceptions of the statements related to the research object. Researchers used five

statements to determine user perceptions of Zoom as a learning medium during online learning. The results of the questionnaire are presented in the table below.

Tabel 4.3 Perceived Ease of Use

| Aspects | SD (%) | D (%) | N (%) | A (%) | SA (%) |
|---|---|---|---|---|---|
| Zoom makes it easy for me to follow courses anywhere and anytime. | 0% | 0% | 10% | 38% | 52% |
| The menu on Zoom is clear and easy to reach for me to use. | 0% | 2% | 12% | 30% | 56% |
| I can use Zoom easily without any problem. | 0% | 4% | 32% | 38% | 26% |
| Zoom is easy to use as a learning tool for me. | 0% | 0% | 10% | 48% | 42% |
| I find it easy to get material via Zoom. | 0% | 10% | 24% | 34% | 32% |

a. **Questionnaire**

- Zoom makes it easy for me to follow courses anywhere and anytime (PEU.X1).

  Based on the questionnaire, Zoom made it easy for me to take courses anywhere and anytime. The table below presents the results of student questionnaires.

Tabel 4.3.1 Frequency Table PEU.X1 (Perceived Ease of Use)

**PEU.X1**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | N | 5 | 10.0 | 10.0 | 10.0 |
| | A | 19 | 38.0 | 38.0 | 48.0 |
| | SA | 26 | 52.0 | 52.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

Regarding the questionnaire, the first statement about Zoom makes it easy for me to take courses anywhere and anytime. 52.0% of students

strongly agree with this statement; about (38%) of students agree that zoom is easy to use anywhere and anytime. Meanwhile, only 10% of students stated that they were neutral, and no students disagreed or strongly disagreed with the statement. Based on the questionnaire results, students agreed they found it easy to use Zoom to follow lessons anywhere and anytime.

- The menu on Zoom is clear and easy to reach for me to use (PEU.X2).

  Based on the questionnaire, the menus in Zoom are clear and easy to reach for me to use. The table below presents the results of student questionnaires.

Tabel 4.3.2 Frequency Table PEU.X2 (Perceived Ease of Use)

**PEU.X2**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | D     | 1         | 2.0     | 2.0           | 2.0                |
|       | N     | 6         | 12.0    | 12.0          | 14.0               |
|       | A     | 15        | 30.0    | 30.0          | 44.0               |
|       | SA    | 28        | 56.0    | 56.0          | 100.0              |
|       | Total | 50        | 100.0   | 100.0         |                    |

In the second statement, more than half of the participants (56%) of participants stated strongly agreed, 30% agreed, 12% of participants chose neutral, and 2% disagreed. Based on the results of the questionnaire, it can be concluded that students strongly agree that the zoom menus are clear and easy to reach for them to use.

- I can use Zoom easily without any problem (PEU.X3).

  Based on the questionnaire, I can use Zoom easily without any problems. The table below presents the results of student questionnaires.

Tabel 4.3.3 Frequency Table PEU.X3 (Perceived Ease of Use)

**PEU.X3**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | D     | 2         | 4.0     | 4.0           | 4.0                |
|       | N     | 16        | 32.0    | 32.0          | 36.0               |
|       | A     | 19        | 38.0    | 38.0          | 74.0               |
|       | SA    | 13        | 26.0    | 26.0          | 100.0              |
|       | Total | 50        | 100.0   | 100.0         |                    |

In the third statement, 26% of participants strongly agree, 38% agree, 32% prefer neutral, 4% disagree, and no one strongly disagrees. Based on the questionnaire results, it can be concluded that students agree that they can use zoom easily and without any problems.

- Zoom is easy to use as a learning tool for me (PEU.X4).

  Based on the questionnaire, zoom is easy to use as a learning tool for me. The table below presents the results of student questionnaires.

Tabel 4.3.4 Frequency Table PEU.X4 (Perceived Ease of Use)

**PEU.X4**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | N     | 5         | 10.0    | 10.0          | 10.0               |
|       | A     | 24        | 48.0    | 48.0          | 58.0               |
|       | SA    | 21        | 42.0    | 42.0          | 100.0              |
|       | Total | 50        | 100.0   | 100.0         |                    |

In the following statement, 42% of participants stated strongly agree, almost half of the participants (48%) agreed, 10% chose neutral,

and no students disagreed and strongly disagreed. Based on the questionnaire results, it can be concluded that students strongly agree that zoom is easy to use as a learning tool.

- I find it easy to get material via Zoom (PEU.X5).

Based on the questionnaire, I found it easy to get material via Zoom. The table below presents the results of student questionnaires.

Tabel 4.3.5 Frequency Table PEU.X5 (Perceived Ease of Use)

**PEU.X5**

|        |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-------|-----------|---------|---------------|--------------------|
| Valid  | D     | 5         | 10.0    | 10.0          | 10.0               |
|        | N     | 12        | 24.0    | 24.0          | 34.0               |
|        | A     | 17        | 34.0    | 34.0          | 68.0               |
|        | SA    | 16        | 32.0    | 32.0          | 100.0              |
|        | Total | 50        | 100.0   | 100.0         |                    |

In the last statement, 32% of participants stated strongly agree, about 34% agreed, 24% of participants chose neutral, 10% of participants chose to disagree, and no students stated strongly disagree. Based on the questionnaire results, it can be concluded that students agree that they find it easy to get material through zoom.

**b. Interview**

- Is Zoom easy to operate during online learning? Did you find any difficulties?

To obtain more complete data from the questionnaire, the researcher interviewed students to find out their perception of using zoom as a learning

medium during online learning. Based on the analysis of the interview results, most students think that zoom as a learning medium makes it easier for them to participate in online learning anytime and anywhere without problems.

Informants said that zoom was very easy to use as a learning medium during online learning, and they had no difficulties using it. As some informants said:

> "No, it isn't. zoom is easy to apply and I don't feel any difficulties when using it." (F2)

> "no, in fact, I think zoom is very helpful for learning in this regard, so the zoom application is very easy to use and reach so I don't find it difficult when using it." (F8)

> "For 2 years more, I have using a Zoom application while during this pandemic, for study with some lecture, organization, training, seminar, after doing a volunteering in Kampus merdeka Program, in mobile phone, laptop, computer actually I can managed this, there's no something that difficulties to operating this one."(M1)

> "yes, Zoom is the easiest application to operate during online learning. No, I didn't find any difficulty to operate zoom when I have to join class. Only to join class.  Because I have difficulty using zoom especially when I have to make meeting room. Haha I can't do that thing." (F4)

> "yes, according to meeting zoom is very easy to use during online learning. And I have no difficulty in it." (M2)

> "It is a really easy platform for online learning. Even myself as a new user doesn't really find any difficulty." (F7)

In addition to the ease of using zoom as a learning medium, an informant answered by adding some difficulties during the use of this zoom. This informant found it problematic that while using zoom from the phone or laptop, it was

accessible to heat and slow, consuming a lot of internet quota. As excerpts from this interview reveal:

> *"Mmmm, according to my personal experience during the lecture process or various activities using the zoom application. Zoom is very easy to operate, besides that the features in zoom are also very easy to understand. Learning can run optimally while still doing face-to-face through the network, so that the learning process can be accepted and understood. Zoom can also be used with scheduling as desired. Regarding the difficulty of using this zoom, firstly if the cellphone or laptop is used for too long, it gets hot quickly, uses too much quota and makes the cellphone or laptop slow because its size is too large."(F1)*

The difficulty of using zoom because it consumes more internet quota is supported by the answer from this informant who stated:

> *"Yes, it is. But sometimes I have trouble because zoom can use up a lot of credit or internet data quota. It means online learning process using this application is considered wasteful and quite draining our internet data quota." (F3)*

An informant also found it difficult because when using zoom, she always had problems with the network connection. As stated by the informant:

> *"Yes, zoom is easy when online learning. Hmm, I think that there are any difficulties like the networks." (F6)*

Besides some of the difficulties that have been mentioned, this informant replied that she found difficulties in some icons or features that she did not know how to use. As stated in the interview:

> *"Easy. If i used computer, i am difficult used it because there are some icons i don't know used it." (F5)*

- Does the Zoom feature help you get clear and precise interactions with lecturers and classmates?

In the second interview question, the interviewer asked whether the Zoom feature helped students get clear and precise interactions with lecturers and classmates. Based on the interview results analysis, most students think that the zoom feature helps them interact with lecturers and classmates. As one of the informants said:

> *"Yes, I see, specially in class with some lectures, there's feature that make me so satisfied with this application, when I open camera settting, automatically me and my friend, you can say video call, behind of that, asking for question for lecture, you can using a raise hand features, also chatting overthere, that's look like interesting." (M1)*

Then, this statement was supported by several informants who felt that the zoom feature really helped them in interacting with lecturers and classmates, as the interviewees said:

> *"Yes, the zoom feature helps me to interact with the lecturer."(F2)*

> *" yes, the feature of zoom meeting help me to get clear and precise interaction with lectures and classmates." (F4)*

> *"Yes, I do, I think this feature helps me to get clear and precise interactions with lecturers and classmates, with online classes, like that." (M2)*

> *"Yes, the zoom is helping to get clear and easily interact with the lectures and classmate because the feature of zoom is easily to know." (F6)*

To reinforce again that the zoom feature really helps the informant in interacting in class, this informant answered by mentioning the features that helped her during online learning, as she said:

> *"Yes, it does. Because zoom provides many features such as chat, raise hands, breakout rooms, polls, whiteboards, and other features that can make it easier for students and teachers or lecturers to interact easily such as being able to send questions or comment on what friends, teachers, or lecturers have said in presentations, and we can also decide whether we react to them immediately or after the presentation." (F3*

This is supported again by the statements of these two informants, as they say:

> *"Of course, by using zoom, teaching and learning interactions in the classroom such as learning face to face directly, students can discuss among students and also with lecturers. Plus using zoom can create discussion rooms between groups simultaneously just by making room zoom. (F1)*

> *"yes it is. The features screen sharing is so cool." (F7)*

In addition, there is informant who feel that the zoom feature is quite helpful but there are obstacles that interfere with the interaction, as she said:

> *"I think it's quite helpful, but sometimes there are obstacles in the network that are not good enough to make the interaction quite disrupted."(F8)*

In addition to all the informants who felt that the zoom feature helped them interact, there was one informant who felt that the zoom feature was not really helpful because this informant did not know the function of the features in the zoom, as she said:

*"Not really because sometimes i don't know to function feature in zoom." (F5)*

## 2. Perceived Usefulness

The next sub-indicator Davis (1989) proposed is to measure user acceptance of the use of technology. Perceived usefulness (PU) refers to the degree to which an individual assumes that using a particular system will increase work efficiency. In this part, a questionnaire according to the Likert scale is used to determine the students' perception of the statements related to the research object. Researchers used five statements to find user perceptions of Zoom as a learning medium during online learning. The results of the questionnaire are shown in the table below.

Tabel 4.4 Perceived Usefulness

| Aspects | SD (%) | D (%) | N (%) | A (%) | SA (%) |
|---|---|---|---|---|---|
| Zoom is useful in helping the learning process for me. | 0% | 2% | 14% | 46% | 38% |
| The time and energy I use in studying becomes more effective by using Zoom. | 0% | 10% | 16% | 38% | 36% |
| Both learning and discussion became faster for me. | 0% | 4% | 38% | 30% | 28% |
| Can follow learning anywhere and anytime. | 0% | 0% | 16% | 26% | 58% |
| Learning effectiveness increases by using Zoom. | 0% | 2% | 42% | 34% | 22% |

## a. Questionnaire

- Zoom is useful in helping the learning process for me (PU.X1).

Based on the questionnaire, Zoom is useful in helping the learning process for me. The table below presents the results of student questionnaires.

Tabel 4.4.1 Frequency Table PU.X1 (Perceived Usefulness)

**PU.X1**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | D | 1 | 2.0 | 2.0 | 2.0 |
| | N | 7 | 14.0 | 14.0 | 16.0 |
| | A | 23 | 46.0 | 46.0 | 62.0 |
| | SA | 19 | 38.0 | 38.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

In the first statement, 38% of participants strongly agree, almost half (46%) of participants agree, 14% of participants choose neutral, 2% disagree, and no participant chooses strongly disagree. Based on the results of the questionnaire, zoom helps help the learning process for students.

- The time and energy I use in studying becomes more effective by using Zoom (PU.X2).

Based on the questionnaire, the time and energy I use in studying becomes more effective by using Zoom. The table below presents the results of student questionnaires.

Tabel 4.4.2 Frequency Table PU.X2 (Perceived Usefulness)

**PU.X2**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | D | 5 | 10.0 | 10.0 | 10.0 |
| | N | 8 | 16.0 | 16.0 | 26.0 |
| | A | 19 | 38.0 | 38.0 | 64.0 |

| | | | | | |
|---|---|---|---|---|---|
| SA | | 18 | 36.0 | 36.0 | 100.0 |
| Total | | 50 | 100.0 | 100.0 | |

In the next statement, 36% of participants stated strongly agree, 38% of participants agreed, 16% of participants chose neutral, and 10% of participants disagreed. No participant voted strongly disagree with this statement. Based on the questionnaire results, it can be concluded that students agree that the time and energy they use in learning becomes more effective using Zoom.

- Both learning and discussion became faster for me (PU.X3).

Based on the questionnaire, learning and discussion became faster for me. The table below presents the results of student questionnaires.

Tabel 4.4.3 Frequency Table PU.X3 (Perceived Usefulness)

**PU.X3**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | D | 2 | 4.0 | 4.0 | 4.0 |
| | N | 19 | 38.0 | 38.0 | 42.0 |
| | A | 15 | 30.0 | 30.0 | 72.0 |
| | SA | 14 | 28.0 | 28.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

In the third statement, 28% of participants stated strongly agree, 30% of participants agreed, 38% of participants chose neutral, and 4% of other participants disagreed. None of the participants who voted strongly disagreed with this statement. Based on the questionnaire results, it can be concluded that many students choose neutral so that the learning process and discussion become faster for them by using zoom. This may be due to

some difficulties or obstacles encountered when using zoom during the learning process, so they feel this statement is still unsupported.

- Can follow learning anywhere and anytime (PU.X4).

Based on the questionnaire, I can take lessons anywhere and anytime. The table below presents the results of student questionnaires.

Tabel 4.4.4 Frequency Table PU.X4 (Perceived Usefulness)

**PU.X4**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | N | 8 | 16.0 | 16.0 | 16.0 |
| | A | 13 | 26.0 | 26.0 | 42.0 |
| | SA | 29 | 58.0 | 58.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

In the fourth statement, 58% of participants stated strongly agree, 26% agreed, and 16% chose neutral. None of the participants voted against or strongly disagreed with this statement. Based on the questionnaire results, it can be concluded that students strongly agree with this statement that they can participate in learning anywhere and anytime.

- Learning effectiveness increases by using Zoom (PU.X5).

Based on the questionnaire, the effectiveness of learning is increased by using Zoom. The table below presents the results of student questionnaires.

Tabel 4.4.5 Frequency Table PU.X5 (Perceived Usefulness)

**PU.X5**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | D | 1 | 2.0 | 2.0 | 2.0 |

| | | | | |
|---|---|---|---|---|
| N | 21 | 42.0 | 42.0 | 44.0 |
| A | 17 | 34.0 | 34.0 | 78.0 |
| SA | 11 | 22.0 | 22.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 | |

The last statement shows that 22% of participants strongly agree, 34% of participants agree, 42% of participants choose neutral, and 2% of participants choose to disagree. None of the participants who voted strongly disagreed with this statement. Based on the questionnaire results, it can be concluded that students choose neutral with the statement that their learning effectiveness increases by using zoom. This may be because many students wonder if zoom is effective for enhancing their learning.

**b. Interview**

- What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom?

To get more complete data from the questionnaire regarding the use of zoom, the researcher interviewed students to find out their perception of using zoom as a learning medium during online learning. Based on the analysis of the interview results, most students think that zoom as a learning medium is helpful to help the learning process and is an effective learning aid. The informants said that zoom was handy in helping their learning process to be more effective. As some informants said:

> *"In my opinion, online learning through Zoom is quite easy for students and lecturers to be able to meet face to face without*

*having to meet. zoom is useful to help the learning process. I think zoom has been effective for online classroom learning."* (F2)

*"Yes, I think this zoom application is very useful for online learning, because it can interact directly with lecturers and other friends. and features in zoom are also very modern and quite complete." (F8)*

*"For studying online zoom is very helpful for learning process. It is effective learning for teacher to student." (F5)*

*"According to me, using zoom compared to other applications are very easy to use especially in learning process, and yeah I think zoom is an effective learning in the online classroom, even beyond that."(M2)*

*"yes it is a very useful platform for online study. It helps a lot as the pandemic require everything has to be online." (F7)*

*"Zoom is very easily to use in learning online because the room and features of zoom is get understanding by the students. Zoom is an effective learning in the classroom because the students and lectures can interact and communicate with each other." (F6)*

In addition, there is an informant who stated that this zoom is quite good and useful to help the learning process but she considers that zoom is not effective for use during face-to-face learning, as she said:

*"In my opinion, the zoom app is pretty good. This obviously helps us as students and also helps teachers and lecturers I think, because the features in Zoom are complete. In my opinion, zoom can be an effective medium to be used in distance learning or online learning, but zoom is an ineffective medium when used in face-to-face learning processes."(F3)*

In addition to all statements stating that zoom is very useful to help the learning process and is an effective learning tool, there are several informants who

said that they had problems during the learning process and they thought that was the reason why zoom was not very effective. As stated by this informant:

> *"Not really helpful, sometimes I have some trouble with the signal, or with the sound. But during the pandemic zoom meeting is the best application to study. So I said it's worth to try zoom." (F4)*

This statement is supported by statements from this informant in the interview, as she said:

> *"In my opinion, zoom does provide its own benefits for the learning process, especially we can carry out the learning process without having to attend class because it can effectively be done anywhere. In my opinion, this zoom can be said to be effective if it is supported by an adequate internet network, but if it is used in areas where the network is inadequate, the zoom is very ineffective. This is because the received sound will be intermittent, the sharescreen display seems frozen so that it is not in sync between the explanation and the screen that is displayed." (F1)*

But on the other hand, there was an informant who said that he could not feel the sensation, because when he spoke, it did not guarantee that the participants in the zoom were listening. As he said:

> *"when you ask about the usefull, absolutely it's very need remain this situation for 2 years before, we can meet each other in different place, talk to talk, share screen, power point or what else, but remember, you can't find the feel, zoom can't guarantee that while you talking, all people can here you, it's simple example."(M1)*

- How does Zoom help you learn and discuss during online learning?

In this interview question, the interviewer asked whether zoom helps participants learn and discuss during online learning. Based on the analysis of the interview results, all informants thought that zoom helped informants learn and discuss during online learning. As one informant said:

*"Applications in the discussion process help students to discuss at certain times as they wish, even where it is important that the internet network is good. By zooming between group members, they can discuss tasks or other tasks by displaying the results of their assignments directly through the share screen, so that the results of tasks that are done together can be discussed simultaneously."(F1)*

The features in the zoom help the participants during the learning and

discussion. As these two informants said:

*"Zoom helps by providing features that can make the learning process can be done face-to-face online. so that during the learning process we can see the people who are involved in the learning process." (F2)*

*"Zoom is help when learn and discuss during online learning. Zoom can help with the features and communicate is easily."(F6)*

Then, this statement was supported by statements from other informants,

which they said:

*"By the feature share screen, chat, and breakout room. By the feature share screen, we can get the lesson from the lecturer clearly, and help us to ease our understanding about the materi that are delivered. By the feature chat, we can give your audience choice and drive engagement by allowing more audiences to interact with live activities than just listening to presentations. By the feature Breakout room, we can collaborate and discuss certain topics from the presentations delivered. After a discussion in the Breakout Room, for example, one group member can share the group's findings or ideas with other participants."(F3)*

*"According to me directly, presentation and Q&A" (F8)*

*"I use zoom to disscuss with each other or with our lecture. We share material using zoom. And we can also have the microfon feature to help us discussing the material." (F4)*

*"With zoom I can present my presentation, and good in audio, video setting also, it make to help me during online learning." (M2)*

*"It helps when we have to do meeting virtually with the hd resolution and also a very clear video sound." (F7)*

In addition to features that are very helpful, zoom can also accommodate up to a thousand participants. As this informant said:

*"When I open it, use it, me, there's my friend or else, we talking, found a mute, turn on the video, share the screen, look the main room, you can say it is a online meetting. in class it's really suitable for class, zoom can containing with 1 thousands people, they can talking out there and we are hearing, zoom is so simple." (M1)*

- What zoom feature did you find most helpful during study?

In this interview question, the interviewer asked which zoom feature the students found most helpful during online learning. Based on the analysis of the results of the interviews, most of the students thought that the zoom feature that helped them learn the most was the share screen feature. As some informants said:

*"Feature share screen in zoom most helpful in study."(F5)*

*" It is screen sharing and screen recording." (F7)*

*"In class, actually we studied, persentated our material, and how the material delivered with the all student I can using a share screen, with this one, my friends, lecturer, can seen what I have made for this class, this really help me while I am explaining more clear about my material." (M1)*

This statement is also supported by another informant who said:

*"Regarding the zoom feature, mmm, in my opinion, the most helpful for the learning process, of course, is the sharing screen feature. These features are like a whiteboard that can see the material explained by the lecturer, it can even be in the form of powerpoint, files and even videos can also be displayed directly. Of course this is very helpful in the teaching and learning process." (F1)*

In addition to the screen sharing feature which is very helpful for learning, an informant said that she could choose or change which screen she wanted to focus on during her study, as she said:

> *"Share screen. Because through the share screen feature, we can use two monitors which can see the two newly shared screens on each monitor. We can also use one monitor to view the most recently shared screens and we can select View Options to change the screen they see." (F3)*

In addition to the screen sharing feature, this informant stated that there is an additional feature that she finds interesting, namely the Video/Camera feature where when the user uses zoom, the user can see all the participants in the zoom meeting and also the chat feature. As she said:

> *"mmm wait, I think the most helpful feature on zoom application is we can share screen with other to share our material, and of course the interesting feature is the camera I don't know what the name of the feature is , but we can see the faces of friends when they turn on the camera, it was interesting to see them moreover during pandemic covid 19. It was because I have no interaction to other people outside so kind of interesting to see them even via zoom. Ohh and we can do a text message also."(F4)*

Another informant also stated that the most helpful features were the camera/video feature and also the chat feature, as she said:

> *"camera features and chat features."(F2)*

Not only the screen sharing feature, this informant also added several features such as video and audio settings, as in the interview:

> *"According to me, when I presentation in part of sharing, good in audio and video setting."(M2)*

During the interview, this informant preferred a different feature, namely the hand-raising feature, as he said:

> *"I think the raise hand feature in a presentation by using zoom*
> *for questions and answers is very interesting."(F8)*

This informant stated that the zoom features that helped her were the meeting join feature, the zoom room feature and also the chat feature, as she said:

> *"Zoom features is most helpful during study like joining the*
> *meeting, the room of zoom, and communicate with each other*
> *from the chat."(F6)*

## 3. Behavioral Intention to Use

The next sub-indicator proposed by Davis (1989) is to measure user attitudes toward system use and then determine behavior and lead to actual system use. Behavioral Intention to Use (BIU) refers to the user's attitude toward using technology. A person's level of technology use can be predicted by considering technology, such as the desire to add support, motivation to stay, and desire to motivate other users. In this section, a questionnaire according to the Likert scale is used to determine students' perceptions of the statements related to the research object. Researchers used five statements to determine user perceptions of Zoom as a learning medium during online learning. The results of the questionnaire are presented in the table below.

Tabel 4.5 Behavioral Intention to Use

| Aspects | SD (%) | D (%) | N (%) | A (%) | SA (%) |
|---|---|---|---|---|---|
| I want to continue to use Zoom in the future as a learning medium. | 4% | 8% | 22% | 54% | 12% |
| I always use Zoom to keep up with the lessons with its ease and features. | 0% | 4% | 30% | 50% | 16% |

| | | | | | |
|---|---|---|---|---|---|
| I always use Zoom to help me follow lessons and discuss using the features provided. | 0% | 10% | 22% | 50% | 18% |
| I always try to use Zoom to get lessons and materials from the Lecturer. | 2% | 8% | 26% | 42% | 22% |
| I want to always be able to follow learning by using zoom anywhere and anytime. | 0% | 4% | 26% | 46% | 24% |

## a. Questionnaire

- I want to continue to use Zoom in the future as a learning media (BIU.X1)

    Based on the questionnaire, I want to continue to use Zoom in the future as a learning media. The table below presents the results of student questionnaires.

Tabel 4.5.1 Frequency Table BIU.X1 (Behavioral Intention to Use)

**BIU.X1**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | SD | 2 | 4.0 | 4.0 | 4.0 |
| | D | 4 | 8.0 | 8.0 | 12.0 |
| | N | 11 | 22.0 | 22.0 | 34.0 |
| | A | 27 | 54.0 | 54.0 | 88.0 |
| | SA | 6 | 12.0 | 12.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

    Regarding the questionnaire, the first statement talks about the desire to continue using Zoom in the future as a learning medium. 12% of the participants strongly agree with this statement, more than half of the participants (54%) agree with this statement, 22% of the participants choose neutral, and 8% of the other participants choose to disagree with

this statement. Only 4% of the students strongly disagree with the statement. Based on the results of the questionnaire, participants agreed that they would like to continue to use Zoom in the future as a learning medium.

- I always use Zoom to keep up with the lessons with its ease and features (BIU.X2).

Based on the questionnaire, I always use Zoom to follow the lessons with its ease and features. The table below presents the results of student questionnaires.

Tabel 4.5.2 Frequency Table BIU.X2 (Behavioral Intention to Use)

**BIU.X2**

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | D     | 2         | 4.0     | 4.0           | 4.0                |
|         | N     | 15        | 30.0    | 30.0          | 34.0               |
|         | A     | 25        | 50.0    | 50.0          | 84.0               |
|         | SA    | 8         | 16.0    | 16.0          | 100.0              |
|         | Total | 50        | 100.0   | 100.0         |                    |

The second statement aims to find out whether participants always use Zoom to follow lessons with its ease and features. 16% of students strongly agree that half of the participants (50%) agree that they always use Zoom to take lessons with its ease and features. About 30% of participants chose neutral, and 4% disagreed with the statement. Based on the questionnaire results, the participants agreed that they always use Zoom with its ease and features to take lessons.

- I always use Zoom to help me follow lessons and discuss using the features provided (BIU.X3).

    Based on the questionnaire, I always use Zoom to help me follow the lessons and discuss using the features provided. The table below presents the results of the student questionnaires.

Tabel 4.5.3 Frequency Table BIU.X3 (Behavioral Intention to Use)

**BIU.X3**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | D | 5 | 10.0 | 10.0 | 10.0 |
| | N | 11 | 22.0 | 22.0 | 32.0 |
| | A | 25 | 50.0 | 50.0 | 82.0 |
| | SA | 9 | 18.0 | 18.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

    The third statement is intended to determine whether participants always use Zoom to help them follow lessons and discuss using the provided features. The questionnaire showed that 18% of the participants strongly agreed, half of the total participants (50%) agreed with this statement, and 22% of the participants chose a neutral one for this statement. The percentage of students who disagreed was 10%, and no participants strongly disagreed. Based on the questionnaire results, students agreed they always use Zoom to help them follow lessons and discuss using the features provided.

- I always try to use Zoom to get lessons and materials from the Lecturer (BIU.X4).

    Based on the questionnaire, I always try to use Zoom to get lessons and materials from Lecturers. The table below presents the results of student questionnaires.

Tabel 4.5.4 Frequency Table BIU.X4 (Behavioral Intention to Use)

**BIU.X4**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | SD | 1 | 2.0 | 2.0 | 2.0 |
|  | D | 4 | 8.0 | 8.0 | 10.0 |
|  | N | 13 | 26.0 | 26.0 | 36.0 |
|  | A | 21 | 42.0 | 42.0 | 78.0 |
|  | SA | 11 | 22.0 | 22.0 | 100.0 |
|  | Total | 50 | 100.0 | 100.0 |  |

    The fourth statement was asked to determine whether participants always tried to use zoom to get lessons and material from the lecturer. The table shows that 22% of participants strongly agree, 42% agree with the statement, and 26% of participants choose neutral this statement. While 8% of participants disagreed and 2% strongly disagreed. Based on the questionnaire results, students agree that they always try to use zoom to get lessons and materials from the lecturer.

- I want to always be able to follow learning by using zoom anywhere and anytime (BIU.X5).

Based on the questionnaire, I want to always be able to follow the learning by using zoom anywhere and anytime. The table below presents the results of student questionnaires.

Tabel 4.5.5 Frequency Table BIU.X5 (Behavioral Intention to Use)

**BIU.X5**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | D     | 2         | 4.0     | 4.0           | 4.0                |
|       | N     | 13        | 26.0    | 26.0          | 30.0               |
|       | A     | 23        | 46.0    | 46.0          | 76.0               |
|       | SA    | 12        | 24.0    | 24.0          | 100.0              |
|       | Total | 50        | 100.0   | 100.0         |                    |

The last statement is the desire to always follow the learning by using zoom anywhere and anytime. 24% of participants strongly agree with this statement, almost half of the participants (46%) agree, 26% choose neutral, and 4% disagree with this statement. No one strongly disagreed. Based on the questionnaire results, it can be concluded that participants agree that they always want to be able to follow learning by using zoom anywhere and anytime.

**b. Interview**

- Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process?

In this interview question, the interviewer asked whether students plan to use zoom as a learning medium in the future and will often use it to support student learning. Based on the results of the interview analysis, students think that they will use zoom as a learning medium in the future if obstacles prevent them from attending classes in person and webinars, group discussions, and events held online.

Informants said that they plan to use Zoom in the future if they are unable to attend classes in person or have constraints, as in the interview:

*"Yes i will plan, i will use the zoom if i have problem can' t study in the class so i will used zoom for learning process."(F5)*

*"I will use the zoom if direct learning can't be used."(F2)*

*"Maybe I will use zoom as a learning medium depending on the situation or conditions that are happening. If in distance learning or online learning, maybe I will use zoom 2 to 3 times a week or even often."(F3)*

*"Yeah, sometime, that we are as a people, have a busy of each other. How to make something is done, while every people still busy, ZOOM application as the solution with all the problem. I condition that I can't came your class cause I am in sick emergency. But, othes session I really like your class, how I can do that, just joining the zoom application and we can learning together, technology changing this world right."(M1)*

In addition, an informant said she would most likely use zoom in the future because she thinks that zoom is very helpful and practical. As she said:

*"Mmmmm, it seems zoom is very good. So it doesn't demand the possibility that I will use zoom for the learning process in the future. When it comes to how often, it seems that to participate in group discussion activities, you will use zoom more often because it is more practical. Then activities outside of learning such as participating in webinars, workshops or other learning activities I often follow via zoom."(F1)*

On the other hand, an informant says he will use zoom in the future because it is easier to use and saves various aspects such as time, place, and costs. As in the interview:

> *"Yes I do and I plan to learn with zoom as a medium, because it is easier to use and allows saving various aspects such as time, place, and costs in the future, and I think more often used for events such as learning seminars outside of the study program itself."(M2)*

Zoom is very helpful in the learning process, so this informant plans to use zoom quite often in the future, as she said:

> *"yes it will be used quite often because this zoom application is very helpful in the learning process."(F8)*

These two informants said that they prefer to attend classes rather than have online meetings, so they are not sure whether to use zoom or not in the future, as in the interview:

> *"yes, if I have occasion or when I don't have any time because we can use zoom anywhere and anytime. But I prefer meeting in real life so I don't know I will using zoom very often. Not now, I think."(F4)*

> *"I prefer to attend the class than to do online meeting. So I guess I'm not using it for the future. If there is any option obviously."(F7)*

While this informant said that zoom could be a medium in the future, zoom has weaknesses on the network, as she said:

> *"Hmm, I think that zoom can be learning medium in the future because it easily to use it. But there are some disadvantages of using zoom is network."(F6)*

**4. Attitude Toward Using**

The last sub-indicator proposed by Davis (1989) is Attitude Toward Using. Attitude Toward Using (ATU) refers to the attitude towards using a system or technology in the form of acceptance or rejection as an impact when someone uses technology in their work. In this section, a questionnaire according to the Likert scale is used to determine students' perceptions of the statements related to the research object. Researchers used five statements to determine user perceptions of Zoom as a learning medium during online learning. The results of the questionnaire are presented in the table below.

Tabel 4.6 Attitude Toward Using

| Aspects | SD (%) | D (%) | N (%) | A (%) | SA (%) |
|---|---|---|---|---|---|
| I am satisfied with Zoom's performance as a learning medium. | 0% | 0% | 36% | 48% | 16% |
| I am satisfied using Zoom to follow the lesson. | 0% | 2% | 24% | 52% | 22% |
| I am satisfied with using the zoom features during the lesson. | 0% | 4% | 24% | 58% | 14% |
| I am satisfied because Zoom is fun to use in the learning process. | 0% | 4% | 30% | 46% | 20% |
| I am satisfied using zoom as a medium because I can follow lessons anywhere and anytime. | 0% | 0% | 18% | 42% | 40% |

**a. Questionnaire**

- I am satisfied with Zoom's performance as a learning medium (ATU.X1).

    Based on the questionnaire, I am satisfied with Zoom's performance as a learning medium. The table below presents the results of student questionnaires.

Tabel 4.6.1 Frequency Table ATU.X1 (Attitude Toward Using)

**ATU.X1**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | N | 18 | 36.0 | 36.0 | 36.0 |
|  | A | 24 | 48.0 | 48.0 | 84.0 |
|  | SA | 8 | 16.0 | 16.0 | 100.0 |
|  | Total | 50 | 100.0 | 100.0 |  |

Regarding the questionnaire, the first statement concerns satisfaction with Zoom's performance as a learning medium. 16% of the participants strongly agree with this statement, almost half of the participants (48%) agree with this statement, 36% choose neutral, and none choose to disagree and strongly disagree with the statement. Based on the questionnaire results, participants agreed they were satisfied with Zoom's performance as a learning medium.

- I am satisfied using Zoom to follow the lesson (ATU.X2).

Based on the questionnaire, I am satisfied using Zoom to follow the lesson. The table below presents the results of the student questionnaires.

Tabel 4.6.2 Frequency Table ATU.X2 (Attitude Toward Using)

**ATU.X2**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | D | 1 | 2.0 | 2.0 | 2.0 |
|  | N | 12 | 24.0 | 24.0 | 26.0 |
|  | A | 26 | 52.0 | 52.0 | 78.0 |
|  | SA | 11 | 22.0 | 22.0 | 100.0 |
|  | Total | 50 | 100.0 | 100.0 |  |

The second statement aims to determine whether participants are satisfied with using Zoom to take lessons. 22% of students strongly agree, and more than half of the participants (52%) agree that they are satisfied with using Zoom to attend lessons. About 24% of participants chose neutral, and 2% disagreed with the statement. There were no participants who strongly disagreed with this statement. Based on the questionnaire results, the participants agreed they were satisfied with using Zoom to take lessons.

- I am satisfied with using the zoom features during the lesson (ATU.X3).

    Based on the questionnaire, I am satisfied using the zoom feature during learning. The table below presents the results of the student questionnaires.

Tabel 4.6.3 Frequency Table ATU.X3 (Attitude Toward Using)

**ATU.X3**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | D | 2 | 4.0 | 4.0 | 4.0 |
|  | N | 12 | 24.0 | 24.0 | 28.0 |
|  | A | 29 | 58.0 | 58.0 | 86.0 |
|  | SA | 7 | 14.0 | 14.0 | 100.0 |
|  | Total | 50 | 100.0 | 100.0 |  |

The third statement is intended to determine whether the participants are satisfied with using the zoom feature during the lesson. The questionnaire showed that 14% of the participants strongly agreed, more than half of the total participants (58%) agreed with this statement, and 24% voted neutral. The percentage of students who disagreed was 4%,

and no participants strongly disagreed. Based on the questionnaire results, students agreed they were satisfied using the zoom feature during the lesson.

- I am satisfied because Zoom is fun to use in the learning process (ATU.X4).

Based on the questionnaire, I am satisfied because Zoom is fun for learning. The table below presents the results of the student questionnaires.

Tabel 4.6.4 Frequency Table ATU.X4 (Attitude Toward Using)

**ATU.X4**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | D | 2 | 4.0 | 4.0 | 4.0 |
|  | N | 15 | 30.0 | 30.0 | 34.0 |
|  | A | 23 | 46.0 | 46.0 | 80.0 |
|  | SA | 10 | 20.0 | 20.0 | 100.0 |
|  | Total | 50 | 100.0 | 100.0 |  |

The fourth statement was asked to determine whether participants were satisfied with using zoom because zoom was fun to use in the learning process. The table shows that 20% of participants strongly agree, 46% agree with the statement, and 30% of participants vote neutral for this statement. Meanwhile, 4% of the participants disagreed, and none chose to disagree strongly. Based on the questionnaire results, students agree they are satisfied with Zoom because it is fun to use in the learning process.

- I am satisfied using zoom as a medium because I can follow lessons anywhere and anytime (ATU.X5).

    Based on the questionnaire, I am satisfied with using zoom medium because I can take lessons anywhere and anytime. The table below presents the results of the student questionnaires.

Tabel 4.6.5 Frequency Table ATU.X5 (Attitude Toward Using)

**ATU.X5**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | N | 9 | 18.0 | 18.0 | 18.0 |
| | A | 21 | 42.0 | 42.0 | 60.0 |
| | SA | 20 | 40.0 | 40.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

    The last statement was asked to find out whether participants were satisfied with using zoom as a medium because they could take lessons anywhere and anytime. as seen in the table, 40% of participants strongly agree with this statement, 42% of participants agree, and 18% of participants vote neutral on this statement. There were no participants who chose to disagree or strongly disagree. Based on the questionnaire results, it can be concluded that participants agree that they are satisfied with using zoom as a medium because they can take lessons anywhere and anytime.

## b. Interview

- Are you satisfied with the zoom performance during online learning?

    In this interview question, the interviewer asked whether the students were satisfied with the zoom performance during online learning. Based on the results

of the interview analysis, the average student expressed satisfaction with Zoom's performance during online learning. As some of these informants said in interviews:

> *"Yes, I'm satisfied."(F2)*

> *"If you talked about online learning, then yeah. I am satisfied."(F7)*

> *"Yes I am satisfied when online using zoom is very effective to use and easy to understand."(M2)*

> *"Yes, I am satisfying with using the zoom in online learning."(F6)*

> *"I'm quite satisfied using the zoom application, because it really helps the process even though it's virtual."(F8)*

In addition, there is an informant who said that she was quite satisfied using zoom but if it is supported by a good network, as she said:

> *"Not really, because sometimes i have to good conection if used zoom."(F5)*

This statement is also supported by other informants who stated that they are quite satisfied with the zoom performance because it requires a good signal and also that the phone or laptop gets hot quickly when using zoom for a long time, as in the interview:

> *"Regarding the performance of using zoom, mmm in my opinion is quite satisfactory. But still I underline yes with the main point if it is supported by a good internet network. Because if it is not supported by a good internet network, I think this is not satisfactory."(F1)*

> *"Not too, sometime zoom need a high quality that not's every people can made it, Signal is 1 of the problem, if you can make it, they can kick you out from zoom, signal problem, I thought to, ZOOM need more energy, like ZOOM is a*

*medium application that made your phone or laptop is warming more if you use it for a long time in one day, and the last is zoom also try to gave their best perform and it was provided with so many people downloading this one."(M1)*

On the other hand, an informant stated that he was quite satisfied with using zoom because he could take lessons anywhere and anytime, even though it was less effective. As she said:

*"Quite satisfied. Because with the zoom, I can still do lessons that can be done anywhere. Although zoom is said to be less effective, it really helps me during online learning and makes it easier for me to study anywhere and anytime."(F3)*

Not finding the worst difficulties while using zoom during online learning. This participant wanted more from using zoom and preferred offline learning. As she said in the interview:

*"I think, as long as I using Zoom during online learning I didn't find any worst difficulty and I think it is worth it to using zoom during online learning. it kind of help but of course learning via offline is more satisfying. But there is disadvantages of zoom meeting is the time is limited, if we using free zoom we have time limit. it is 40 minute or 30 minute I guess to use zoom. So, we have to re enter zoom when the time is over. It's kind of annoying for me."(F4)*

- Then, what about the features that Zoom has, are you satisfied using all of its features?

In this interview question, the interviewer asked whether the informants were satisfied using all the zoom features. Based on the results of the interview analysis, all informants were satisfied with using the features of zoom. As some informants said:

*"Yes, I'm satisfied with all features in zoom."(F2)*

*"According to me, yes I am satisfied with the features of zoom also."(M2)*

*"Yes, I am as a person who uses the zoom application satisfied with the features provided by zoom."(F8)*

*"Hmm, I think that features of zoom are enough satisfy in learning."(F6)*

This informant is satisfied with all the zoom features because the features

are complete and very helpful in the learning process, as she said:

*"Regarding the features available on Zoom, I am very satisfied, the features are complete and support all learning needs."(F1)*

The features in zoom also help this informant interact with lecturers and

classmates during the learning process. As said in the interview:

*"From my experience, I am satisfied with the zoom features provided. Because these features are very helpful and make it easier for me to interact with friends, teachers and lecturers during the learning process. Without the zoom feature, I might have a very difficult time interacting with friends, teachers, and lecturers."(F3)*

This informant stated that the zoom features are unique, and this informant

hopes that in the future, Zoom can continue to update its features and not confuse

users to operate it. as he said:

*"The features, I thought is uniq, and in the next day, year or, zoom will  more update and update for their features that I hope not made the user not confusing how to operating this one. But I can see the rating of ZOOM more effective than the other application that using for."(M1)*

When compared to other video conferencing applications, this informant

said that zoom was the best video conferencing application she had ever used, as

she said:

*"Yes, of course I can say zoom is the best application because
I had used the other application before like google meet and
zoom is better than gmeet."(F4)*

On the other hand, this informant stated the screen sharing feature that made him satisfied using zoom, as he said in the interview:

*"The featured make me satiesfied is sharecreen and can make
audience become host."(F5)*

This informant said she was satisfied with the zoom features but had problems because her laptop did not support the background feature. As she said in the interview:

*"as far as I used it yes I am satisfied it's only my laptop that
not supported the background feature."(F7)*

## B. Discussion

This research explores using zoom as a learning medium during online learning based on students' perceptions and attitudes. It was found in the research that students felt helped while using zoom as a learning medium. Furthermore, students also have positive perceptions and attitudes toward using zoom during online learning.

Related to the research objectives, this research uses Davis' theory, namely the TAM theory, which is the main theoretical framework in this research. Davis categorizes user acceptance of technology into four keywords, namely Perceived Usefulness (PU) and Perceived Ease of Use (PEU), Attitude Toward Using (ATU), and Behavioral Intention to Use (BIU).

Based on the findings, zoom is handy as a learning medium, especially during online learning. Because more than half of students agree that zoom can make it easier and help them to follow lectures from anywhere and anytime, the features in zoom are very easy to use. Zoom also makes learning effective during online learning, despite a few obstacles.

Furthermore, through interviews, the researchers found that most students thought that zoom as a learning medium made it easier for them to follow online learning anytime and anywhere without any problems, and they had no difficulty using it. While using zoom in their learning, students benefit from convenience due to the features available in Zoom, such as screen sharing, camera/video, microphone, and chat rooms. However, besides that, some students have problems with an internet connection, as in the interview, the researcher found that some students have to look for a place that has an excellent signal to get a better signal because the internet connection near their house is bad because some of them are living in a village where the internet network is still complex and limited.

In addition, more than half of the students stated that they have plans or desires to use Zoom as a medium for studying, attending meetings, discussing, and participating in events such as webinars. They will use zoom as a learning medium in the future if obstacles prevent them from attending classes in person. The features in zoom also help them during the learning process, and the share screen is the most helpful feature based on the findings.

Furthermore, students are also satisfied with using the zoom features during learning. They also feel satisfied following the lesson using zoom because

zoom is fun as long as it is used to follow the lesson. Students are satisfied with using zoom as a learning medium because they can follow learning from anywhere and anytime. Students are also satisfied with zoom's performance as a learning medium.

As in the interview, the average student is satisfied with zoom's performance as a learning medium. However, some are constrained in a network that could be better, interfering with learning. In addition, zoom also has a time limit which, if using free zoom, is 40 minutes. So, if you have used zoom for 40 minutes, it will turn off and finish by itself. Moreover, if the learning still needs to be completed, the lecturer usually asks students to re-enter the previous link to continue the previous learning. And that is not comforting, said one student in an interview.

# CHAPTER V

# CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the findings and data discussed in the previous chapter. In addition, the researcher provides several suggestions that can be considered.

## A. Conclusion

Based on the findings, students have positive perceptions and attitudes about using zoom as a learning medium during online learning. They said that zoom is a video conferencing tool that helps them during online learning during the pandemic. Zoom is the right solution for learning, discussing, and even attending meetings and webinars because its features, such as a share screen, camera/video, microphone, and chatroom, make it very easy for students to interact with lecturers and classmates simultaneously. Many students are interested in using Zoom in the future as a medium for learning, discussing, attending webinars, and even attending meetings. This is because of the convenience of a zoom, which includes flexibility in time and place.

## B. Suggestion

Based on the findings presented in the previous chapter regarding student perceptions of the use of zoom as a learning medium during online learning in EFL classes, here are some suggestions that can be taken into consideration as follows:

1. It is hoped that students practice using zoom more often because some students still need to learn the usefulness of zoom features.

2. For other research, the researcher would like to suggest further research to explore more students' perceptions about using zoom in the future and how to maximize this application to get a more positive impact.

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# APPENDICES

**ANGKET UJI COBA PENELITIAN**
**Students' Perceptions and Attitudes Use Video Conference as a Learning**
**Media for EFL Learning**
**Pada Mahasiswa Pendidikan Bahasa Inggris Semester 8 di Kelas pagi**
**Universitas Muhammadiyah Sumatera Utara**

## A. Participant Identity

E-mail              :
Name                :
Gender              :
Whatsapp number   :
Class                :
Have you ever used Zoom as a learning media?
When was the last time you used Zoom as a learning media?
In your opinion, what are the advantages of using zoom compared to other applications?

## B. Alternative Answer

SD     : Strongly Disagree    : 1
D       : Disagree           : 2
N       : Neutral            : 3
A       : Agree              : 4
SA     : Strongrly Agree      : 5

Tabel 1. Perceived Ease of Use

| No | Statement |
|----|-----------|
| 1 | Zoom makes it easy for me to follow courses anywhere and anytime. |
| 2 | The menu on Zoom is clear and easy to reach for me to use. |
| 3 | I can use Zoom easily without any problem. |
| 4 | Zoom is easy to use as a learning tool for me. |
| 5 | I find it easy to get material via Zoom. |

Tabel 2. Perceived Usefulness

| No | Statement |
|----|-----------|
| 1 | Zoom is useful in helping the learning process for me |
| 2 | The time and energy I use in studying becomes more effective by using |

| | Zoom |
|---|---|
| 3 | Both learning and discussion became faster for me. |
| 4 | Can follow learning anywhere and anytime |
| 5 | Learning effectiveness increases by using Zoom |

Tabel 3. Behavioral Intention to Use

| No | Statement |
|---|---|
| 1 | I want to continue to use Zoom in the future as a learning media. |
| 2 | I always use Zoom to keep up with the lessons with its ease and features. |
| 3 | I always use Zoom to help me follow lessons and discuss using the features provided. |
| 4 | I always try to use Zoom to get lessons and materials from the Lecturer. |
| 5 | I want to always be able to follow learning by using zoom anywhere and anytime. |

Tabel 4. Attitude Toward Using

| No | Statement |
|---|---|
| 1 | I am satisfied with Zoom's performance as a learning media |
| 2 | I am satisfied using Zoom to follow the lesson |
| 3 | I am satisfied with using the zoom features during the lesson. |
| 4 | I am satisfied because Zoom is fun to use in the learning process |
| 5 | I am satisfied using zoom as a media because I can follow lessons anywhere and anytime |

Link google form : https://forms.gle/WfSVjDtvQGjv2xvf7

## LIST OF NAMES OF RESEARCH RESPONDENTS

Program Studi   : Pendidikan Bahasa Inggris

Kelas           : Pagi (A,B,C)

Angkatan       : 2018

| No | Name | Gender |
|----|------|--------|
| 1 | Ajeng Rahayu | Female |
| 2 | Kharimah | Female |
| 3 | Nursyah Yuni Kartika | Female |
| 4 | Eka Palupi Utami | Female |
| 5 | Glory Eksanti Algea | Female |
| 6 | Aulia Hermi Putri | Female |
| 7 | Cahya Rahmah | Female |
| 8 | Mutia Maizura Attoriq | Female |
| 9 | Sulistiani | Female |
| 10 | Ami Humairah | Female |
| 11 | Adea Tassya | Female |
| 12 | Nevy Erviyanti | Female |
| 13 | Sherly Maiyora | Female |
| 14 | Nanda Putri Utami | Female |
| 15 | Siti Hanimah | Female |
| 16 | Gustiana Malau | Female |
| 17 | Muhammad Syafii | Male |
| 18 | Eka Lestari | Female |
| 19 | Muthmainnah | Female |
| 20 | Muhammad Ikhsan Utomo | Male |
| 21 | Bunga Pooja Alfira Saragih | Female |
| 22 | Abiyyu Alamsyah | Male |

| 23 | Arisa | Female |
|----|-------|--------|
| 24 | Liraa | Female |
| 25 | Riryn Nadilla | Female |
| 26 | Friska Triana | Female |
| 27 | Wulan Murahani | Female |
| 28 | Sitty Nur Khadijah | Female |
| 29 | Murti sara br sembiring | Female |
| 30 | Henda Yani Kesuma | Female |
| 31 | Fadillah Husna | Female |
| 32 | Fanny Fadillah | Female |
| 33 | Dwie Syafitri | Female |
| 34 | Qaulan Syadida | Female |
| 35 | Zahro taini | Female |
| 36 | Imas Eryani | Female |
| 37 | Ayu Cindy Lestari A | Female |
| 38 | Putria Octaviani | Female |
| 39 | Gustiwa Fita Rika | Female |
| 40 | Putri Aulinnia | Female |
| 41 | Harry Widodo Saragih | Male |
| 42 | Meisya Salsabila Siregar | Female |
| 43 | Habibah Eka Agustriani | Female |
| 44 | Hesti wulandari | Female |
| 45 | Aprila Khalisah Damanik | Female |
| 46 | Anggi syahfitri | Female |
| 47 | Tia Widari | Female |
| 48 | Noviayuni | Female |
| 49 | Rika Liandini | Female |
| 50 | Dhea Gita Amelia | Female |

*Appendix 3*

## DATA TABULATION

**Variable Data Tabulation of Perceived Ease of Use**

| No | Perceived Ease of Use | | | | | $\sum$ |
|----|-------|-------|-------|-------|-------|----|
|    | PEU.X1 | PEU.X2 | PEU.X3 | PEU.X4 | PEU.X5 | |
| 1  | 4 | 4 | 4 | 4 | 3 | 19 |
| 2  | 4 | 4 | 3 | 3 | 4 | 18 |
| 3  | 3 | 3 | 3 | 4 | 3 | 16 |
| 4  | 4 | 3 | 3 | 3 | 3 | 16 |
| 5  | 5 | 5 | 4 | 5 | 5 | 24 |
| 6  | 3 | 3 | 3 | 3 | 2 | 14 |
| 7  | 3 | 4 | 3 | 5 | 2 | 17 |
| 8  | 4 | 5 | 4 | 4 | 5 | 22 |
| 9  | 5 | 5 | 4 | 5 | 4 | 23 |
| 10 | 5 | 4 | 3 | 4 | 4 | 20 |
| 11 | 5 | 4 | 3 | 4 | 3 | 19 |
| 12 | 4 | 4 | 4 | 4 | 4 | 20 |
| 13 | 4 | 4 | 3 | 4 | 4 | 19 |
| 14 | 5 | 5 | 5 | 5 | 4 | 24 |
| 15 | 5 | 5 | 4 | 5 | 5 | 24 |
| 16 | 5 | 5 | 4 | 5 | 4 | 23 |
| 17 | 5 | 5 | 3 | 5 | 4 | 22 |
| 18 | 4 | 3 | 3 | 4 | 3 | 17 |
| 19 | 3 | 3 | 3 | 3 | 3 | 15 |
| 20 | 4 | 2 | 2 | 4 | 3 | 15 |
| 21 | 5 | 5 | 5 | 5 | 5 | 25 |
| 22 | 4 | 5 | 5 | 4 | 4 | 22 |
| 23 | 4 | 5 | 3 | 4 | 3 | 19 |
| 24 | 5 | 5 | 5 | 5 | 5 | 25 |

| 25 | 4 | 4 | 4 | 4 | 4 | 20 |
|----|---|---|---|---|---|----|
| 26 | 4 | 4 | 4 | 4 | 4 | 20 |
| 27 | 5 | 4 | 3 | 4 | 3 | 19 |
| 28 | 5 | 5 | 5 | 5 | 5 | 25 |
| 29 | 4 | 5 | 3 | 4 | 4 | 20 |
| 30 | 5 | 5 | 4 | 5 | 5 | 24 |
| 31 | 5 | 5 | 4 | 5 | 5 | 24 |
| 32 | 5 | 5 | 5 | 5 | 5 | 25 |
| 33 | 5 | 5 | 5 | 5 | 5 | 25 |
| 34 | 4 | 4 | 4 | 4 | 4 | 20 |
| 35 | 5 | 5 | 5 | 5 | 5 | 25 |
| 36 | 5 | 4 | 4 | 4 | 3 | 20 |
| 37 | 5 | 4 | 5 | 5 | 4 | 23 |
| 38 | 5 | 5 | 5 | 5 | 5 | 25 |
| 39 | 5 | 5 | 4 | 5 | 5 | 24 |
| 40 | 5 | 5 | 2 | 4 | 2 | 18 |
| 41 | 3 | 5 | 5 | 4 | 2 | 19 |
| 42 | 5 | 5 | 5 | 5 | 5 | 25 |
| 43 | 5 | 5 | 4 | 4 | 4 | 22 |
| 44 | 5 | 5 | 5 | 5 | 5 | 25 |
| 45 | 4 | 5 | 4 | 5 | 2 | 20 |
| 46 | 4 | 5 | 4 | 4 | 3 | 20 |
| 47 | 5 | 3 | 3 | 4 | 5 | 20 |
| 48 | 4 | 5 | 4 | 4 | 4 | 21 |
| 49 | 4 | 4 | 4 | 4 | 4 | 20 |
| 50 | 4 | 4 | 3 | 3 | 3 | 17 |

*Appendix 4*

**Variable Data Tabulation of Perceived Usefulness**

| No | Perceived Usefulness | | | | | $\sum$ |
|----|-------|-------|-------|-------|-------|----|
|    | **PU.X1** | **PU.X2** | **PU.X3** | **PU.X4** | **PU.X5** | |
| 1  | 4 | 3 | 3 | 4 | 3 | 17 |
| 2  | 5 | 5 | 3 | 5 | 4 | 22 |
| 3  | 4 | 4 | 3 | 3 | 4 | 18 |
| 4  | 4 | 3 | 3 | 3 | 3 | 16 |
| 5  | 4 | 4 | 3 | 5 | 3 | 19 |
| 6  | 3 | 4 | 4 | 4 | 3 | 18 |
| 7  | 2 | 4 | 3 | 3 | 3 | 15 |
| 8  | 4 | 4 | 5 | 5 | 4 | 22 |
| 9  | 5 | 5 | 5 | 5 | 3 | 23 |
| 10 | 4 | 4 | 4 | 5 | 3 | 20 |
| 11 | 3 | 3 | 3 | 5 | 4 | 18 |
| 12 | 4 | 5 | 5 | 4 | 4 | 22 |
| 13 | 4 | 2 | 3 | 5 | 2 | 16 |
| 14 | 4 | 4 | 4 | 5 | 3 | 20 |
| 15 | 5 | 5 | 4 | 5 | 5 | 24 |
| 16 | 5 | 4 | 4 | 5 | 3 | 21 |
| 17 | 5 | 5 | 4 | 4 | 4 | 22 |
| 18 | 3 | 2 | 3 | 3 | 3 | 14 |
| 19 | 3 | 3 | 3 | 3 | 3 | 15 |
| 20 | 4 | 2 | 3 | 3 | 3 | 15 |
| 21 | 4 | 3 | 4 | 4 | 3 | 18 |
| 22 | 4 | 5 | 3 | 5 | 4 | 21 |
| 23 | 3 | 2 | 3 | 5 | 3 | 16 |
| 24 | 5 | 5 | 5 | 5 | 5 | 25 |
| 25 | 5 | 4 | 4 | 4 | 4 | 21 |

| 26 | 3 | 3 | 3 | 3 | 3 | 15 |
|----|---|---|---|---|---|----|
| 27 | 4 | 4 | 3 | 4 | 4 | 19 |
| 28 | 5 | 5 | 5 | 5 | 5 | 25 |
| 29 | 3 | 4 | 4 | 4 | 4 | 19 |
| 30 | 5 | 4 | 4 | 5 | 5 | 23 |
| 31 | 4 | 5 | 5 | 5 | 5 | 24 |
| 32 | 5 | 5 | 5 | 5 | 5 | 25 |
| 33 | 5 | 5 | 5 | 5 | 5 | 25 |
| 34 | 4 | 4 | 4 | 4 | 4 | 20 |
| 35 | 5 | 5 | 5 | 4 | 4 | 23 |
| 36 | 4 | 4 | 4 | 5 | 3 | 20 |
| 37 | 5 | 5 | 5 | 5 | 5 | 25 |
| 38 | 4 | 4 | 4 | 5 | 4 | 21 |
| 39 | 5 | 5 | 5 | 5 | 5 | 25 |
| 40 | 4 | 3 | 3 | 5 | 5 | 20 |
| 41 | 5 | 5 | 3 | 5 | 3 | 21 |
| 42 | 5 | 5 | 5 | 5 | 5 | 25 |
| 43 | 4 | 4 | 4 | 5 | 4 | 21 |
| 44 | 5 | 5 | 5 | 5 | 4 | 24 |
| 45 | 5 | 5 | 5 | 5 | 3 | 23 |
| 46 | 4 | 4 | 3 | 4 | 4 | 19 |
| 47 | 5 | 3 | 3 | 5 | 3 | 19 |
| 48 | 4 | 4 | 4 | 4 | 4 | 20 |
| 49 | 4 | 4 | 2 | 4 | 3 | 17 |
| 50 | 4 | 2 | 2 | 3 | 3 | 14 |

*Appendix 5*

**Variable Data Tabulation of Attitude Toward Using**

| No | Attitude Toward Using | | | | | Σ |
|----|--------|--------|--------|--------|--------|----|
| | ATU.X1 | ATU.X2 | ATU.X3 | ATU.X4 | ATU.X5 | |
| 1 | 3 | 3 | 4 | 3 | 3 | 16 |
| 2 | 4 | 4 | 4 | 4 | 5 | 21 |
| 3 | 3 | 4 | 3 | 4 | 3 | 17 |
| 4 | 3 | 4 | 4 | 4 | 4 | 19 |
| 5 | 3 | 3 | 3 | 3 | 5 | 17 |
| 6 | 3 | 3 | 3 | 3 | 4 | 16 |
| 7 | 3 | 3 | 4 | 3 | 3 | 16 |
| 8 | 4 | 4 | 4 | 3 | 4 | 19 |
| 9 | 4 | 4 | 4 | 4 | 5 | 21 |
| 10 | 4 | 4 | 4 | 4 | 4 | 20 |
| 11 | 4 | 5 | 4 | 4 | 4 | 21 |
| 12 | 4 | 4 | 4 | 5 | 4 | 21 |
| 13 | 3 | 3 | 3 | 3 | 4 | 16 |
| 14 | 5 | 4 | 4 | 4 | 5 | 22 |
| 15 | 5 | 5 | 4 | 5 | 5 | 24 |
| 16 | 4 | 4 | 4 | 4 | 5 | 21 |
| 17 | 4 | 4 | 4 | 4 | 4 | 20 |
| 18 | 3 | 3 | 3 | 3 | 3 | 15 |
| 19 | 3 | 3 | 3 | 3 | 3 | 15 |
| 20 | 4 | 3 | 3 | 4 | 4 | 18 |
| 21 | 3 | 4 | 4 | 3 | 4 | 18 |
| 22 | 4 | 5 | 4 | 4 | 5 | 22 |
| 23 | 3 | 3 | 2 | 2 | 4 | 14 |
| 24 | 5 | 5 | 5 | 5 | 5 | 25 |
| 25 | 4 | 4 | 4 | 4 | 4 | 20 |

| 26 | 3 | 3 | 3 | 3 | 3 | 15 |
|----|---|---|---|---|---|----|
| 27 | 4 | 4 | 4 | 3 | 5 | 20 |
| 28 | 4 | 4 | 4 | 4 | 4 | 20 |
| 29 | 4 | 4 | 4 | 4 | 4 | 20 |
| 30 | 5 | 5 | 5 | 5 | 5 | 25 |
| 31 | 4 | 4 | 4 | 5 | 5 | 22 |
| 32 | 5 | 5 | 5 | 5 | 5 | 25 |
| 33 | 5 | 5 | 5 | 5 | 5 | 25 |
| 34 | 3 | 3 | 3 | 3 | 3 | 15 |
| 35 | 4 | 4 | 4 | 4 | 4 | 20 |
| 36 | 4 | 4 | 4 | 4 | 4 | 20 |
| 37 | 4 | 5 | 4 | 5 | 5 | 23 |
| 38 | 4 | 4 | 4 | 5 | 5 | 22 |
| 39 | 5 | 5 | 5 | 4 | 5 | 24 |
| 40 | 3 | 4 | 4 | 4 | 5 | 20 |
| 41 | 3 | 2 | 2 | 2 | 4 | 13 |
| 42 | 5 | 5 | 5 | 5 | 5 | 25 |
| 43 | 4 | 4 | 4 | 4 | 5 | 21 |
| 44 | 4 | 5 | 5 | 4 | 5 | 23 |
| 45 | 4 | 4 | 4 | 4 | 4 | 20 |
| 46 | 3 | 3 | 3 | 4 | 3 | 16 |
| 47 | 4 | 4 | 4 | 3 | 4 | 19 |
| 48 | 4 | 4 | 4 | 4 | 4 | 20 |
| 49 | 3 | 4 | 3 | 3 | 4 | 17 |
| 50 | 3 | 4 | 3 | 3 | 3 | 16 |

*Appendix 6*

**Variable Data Tabulation of Behavioral Intention to Use**

| No | Behavioral Intention to Use | | | | | Σ |
|----|--------|--------|--------|--------|--------|-----|
| | BIU.X1 | BIU.X2 | BIU.X3 | BIU.X4 | BIU.X5 | |
| 1 | 4 | 3 | 3 | 4 | 3 | 17 |
| 2 | 5 | 5 | 4 | 5 | 4 | 23 |
| 3 | 3 | 3 | 4 | 4 | 3 | 17 |
| 4 | 4 | 4 | 4 | 4 | 4 | 20 |
| 5 | 5 | 5 | 5 | 5 | 5 | 25 |
| 6 | 4 | 3 | 3 | 3 | 3 | 16 |
| 7 | 3 | 5 | 3 | 3 | 3 | 17 |
| 8 | 4 | 4 | 4 | 5 | 4 | 21 |
| 9 | 3 | 3 | 3 | 3 | 3 | 15 |
| 10 | 4 | 4 | 4 | 4 | 4 | 20 |
| 11 | 4 | 4 | 5 | 5 | 5 | 23 |
| 12 | 4 | 3 | 4 | 3 | 4 | 18 |
| 13 | 2 | 3 | 2 | 2 | 3 | 12 |
| 14 | 4 | 4 | 4 | 4 | 4 | 20 |
| 15 | 2 | 4 | 4 | 2 | 4 | 16 |
| 16 | 4 | 4 | 4 | 4 | 3 | 19 |
| 17 | 4 | 4 | 4 | 4 | 4 | 20 |
| 18 | 2 | 3 | 3 | 3 | 3 | 14 |
| 19 | 3 | 3 | 2 | 3 | 2 | 13 |
| 20 | 4 | 4 | 3 | 3 | 4 | 18 |
| 21 | 4 | 4 | 4 | 4 | 4 | 20 |
| 22 | 3 | 4 | 4 | 4 | 4 | 19 |
| 23 | 2 | 2 | 2 | 3 | 3 | 12 |
| 24 | 4 | 4 | 4 | 5 | 5 | 22 |
| 25 | 4 | 4 | 4 | 4 | 4 | 20 |

| 26 | 3 | 3 | 3 | 3 | 3 | 15 |
|----|---|---|---|---|---|----|
| 27 | 3 | 4 | 4 | 4 | 4 | 19 |
| 28 | 4 | 4 | 4 | 4 | 4 | 20 |
| 29 | 4 | 3 | 4 | 3 | 4 | 18 |
| 30 | 5 | 4 | 5 | 5 | 5 | 24 |
| 31 | 4 | 4 | 4 | 5 | 5 | 22 |
| 32 | 5 | 5 | 5 | 5 | 5 | 25 |
| 33 | 5 | 5 | 5 | 5 | 5 | 25 |
| 34 | 4 | 3 | 3 | 3 | 3 | 16 |
| 35 | 3 | 4 | 4 | 3 | 4 | 18 |
| 36 | 3 | 4 | 4 | 4 | 4 | 19 |
| 37 | 5 | 5 | 5 | 5 | 5 | 25 |
| 38 | 4 | 4 | 4 | 4 | 5 | 21 |
| 39 | 4 | 4 | 5 | 4 | 4 | 21 |
| 40 | 3 | 3 | 4 | 4 | 3 | 17 |
| 41 | 1 | 4 | 4 | 3 | 4 | 16 |
| 42 | 1 | 5 | 5 | 1 | 5 | 17 |
| 43 | 4 | 4 | 4 | 4 | 4 | 20 |
| 44 | 4 | 5 | 5 | 5 | 5 | 24 |
| 45 | 4 | 4 | 3 | 4 | 4 | 19 |
| 46 | 3 | 2 | 2 | 2 | 2 | 11 |
| 47 | 4 | 3 | 3 | 4 | 5 | 19 |
| 48 | 4 | 4 | 4 | 4 | 4 | 20 |
| 49 | 4 | 3 | 3 | 4 | 4 | 18 |
| 50 | 4 | 3 | 2 | 2 | 3 | 14 |

| Subject | : | Male 1 (HWS) |
|---|---|---|
| Date | : | September 21th, 2022 |
| Coding Description | : | M1 (Informant) |
| | | IR (Interviewer) |

| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
|---|---|---|
| M1 | : | For 2 years more, I have using a ZOOM application while during this pandemic, for study with some lecture, organization, training, seminar, after doing a volunteering in Kampus merdeka Program, in mobile phone, laptop, computer actually I can managed this, there's no something that difficultiesto operating this one. |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| M1 | : | Yes, I see, specially in class with some lectures, there's feature that make me so satisfied with this application, when I open camera settting, aoutomatically I and my friend you can say video call, behind of that, asking for question for lecture, you can using a raise hand features, also chatting overthere, that's look like interesting. |
| IR | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| M1 | : | when you ask about the usefull, absolutely it's very need remain this situation for 2 years before, we can meet each other in different place, talk to talk, share screen, power point or what else, but remember, you can't find the feel, zoom can't guarantee that while you talking, all people can here you, it's simple example. |
| IR | : | How does Zoom help you learn and discuss during online learning? |
| M1 | : | When I open it, use it, me, there's my friend or else, we talking, found a mute, turn on the video, share the screen, look the main room, you can say it is a online meetting. in class it's really suitable for class, ZOOM can containing with 1 thousands people, they can talking out there and we are hearing, zoom is so simple. |
| IR | : | What zoom feature did you find most helpful during study? |
| M1 | : | In class, actually we studied, persentated our material, and how the material delivered with the all student I can using a share screen, with this one, my friends, lecturer, can seen what I have made for this class, this really help me while I am explaining more clear about my material. |
| IR | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |
| M1 | : | Yeah, sometime, that we are as a people, have a busy of each other. How to make something is done, while every people still busy, zoom |

| | | |
|---|---|---|
| | | application as the solution with all the problem. I condition that I can't came your class cause I am in sick emergency. But, othes session I really like your class, how I can do that, just joining the zoom application and we can learning together, technology changing this world right, |
| IR | : | Are you satisfied with the zoom performance during online learning? |
| M1 | : | Not too, sometime zoom need a high quality that not's every people can made it, Signal is 1 of the problem, if you can make it, they can kick you out from zoom, signal problem, I thought to, zoom need more energy, like zoom is a medium application that made your phone or laptop is warming more if you use it for a long time in one day, and the last is zoom also try to gave their best perform and it was provided with so many people downloading this one. |
| IR | : | Then, what about the features that Zoom has, are you satisfied using all of its features? |
| M1 | : | The features, I thought is uniq, and in the next day, year or, zoom will more update and update for their features that I hope not made the user not confusing how to operating this one. But I can see the rating of zoom more effective than the other application that using for. |

| Subject | : | Male 2 (MS) |
|---|---|---|
| Date | : | September 22th, 2022 |
| Coding Description | : | M12 (Informant) |
| | | IR (Interviewer) |

| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
|---|---|---|
| M2 | : | yes, according to meeting zoom is very easy to use during online learning. And I have no difficulty in it. |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| M2 | : | Yes, I do, I think this feature helps me to get clear and precise interactions with lecturers and classmates, with online classes, like that. |
| IR | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| M2 | : | According to me, using zoom compared to other applications are very easy to use especially in learning process, and yeah I think zoom is an effective learning in the online classroom, even beyond that. |
| IR | : | How does Zoom help you learn and discuss during online learning? |
| M2 | : | With zoom I can present my presentation, and good in audio, video setting also, it make to help me during online learning. |
| IR | : | What zoom feature did you find most helpful during study? |
| M2 | : | According to me, when I presentation in part of sharing, good in audio and video setting. |
| IR | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |
| M2 | : | Yes I do and I plan to learn with zoom as a medium, because it is easier to use and allows saving various aspects such as time, place, and costs in the future, and I think more often used for events such as learning seminars outside of the study program itself |
| IR | : | Are you satisfied with the zoom performance during online learning? |
| M2 | : | yes I am satisfied when online using zoom is very effective to use and easy to understand |
| IR | : | what about the features that Zoom has, are you satisfied using all of its features? |
| M2 | : | According to me, yes I am satisfied with the features of zoom also |

| Subject | : | Female 1 (GFR) |
|---|---|---|
| Date | : | September 22th, 2022 |
| Coding Description | : | F1 (Informant) |
| | | IR (Interviewer) |

| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
|---|---|---|
| F1 | : | Mmmm, according to my personal experience during the lecture process or various activities using the zoom application. Zoom is very easy to operate, besides that the features in zoom are also very easy to understand. Learning can run optimally while still doing face-to-face through the network, so that the learning process can be accepted and understood. Zoom can also be used with scheduling as desired. Regarding the difficulty of using this zoom, firstly if the cellphone or laptop is used for too long, it gets hot quickly, uses too much quota and makes the cellphone or laptop slow because its size is too large. |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| F1 | : | Of course, by using zoom, teaching and learning interactions in the classroom such as learning face to face directly, students can discuss among students and also with lecturers. Plus using zoom can create discussion rooms between groups simultaneously just by making room zoom. |
| IR | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| F1 | : | In my opinion, zoom does provide its own benefits for the learning process, especially we can carry out the learning process without having to attend class because it can effectively be done anywhere. In my opinion, this zoom can be said to be effective if it is supported by an adequate internet network, but if it is used in areas where the network is inadequate, the zoom is very ineffective. This is because the received sound will be intermittent, the sharescreen display seems frozen so that it is not in sync between the explanation and the screen that is displayed. |
| IR | : | How does Zoom help you learn and discuss during online learning? |
| F1 | : | Applications in the discussion process help students to discuss at certain times as they wish, even where it is important that the internet network is good. By zooming between group members, they can discuss tasks or other tasks by displaying the results of their assignments directly through the share screen, so that the results of tasks that are done together can be discussed simultaneously. |
| IR | : | What zoom feature did you find most helpful during study? |
| F1 | : | Regarding the zoom feature, mmm, in my opinion, the most helpful for the learning process, of course, is the sharing screen feature. These features are like a whiteboard that can see the material explained by the |

| | | |
|---|---|---|
| | | lecturer, it can even be in the form of powerpoint, files and even videos can also be displayed directly. Of course this is very helpful in the teaching and learning process. |
| IR | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |
| F1 | : | Mmmmm, it seems zoom is very good. So it doesn't demand the possibility that I will use zoom for the learning process in the future. When it comes to how often, it seems that to participate in group discussion activities, you will use zoom more often because it is more practical. Then activities outside of learning such as participating in webinars, workshops or other learning activities I often follow via zoom. |
| IR | : | Are you satisfied with the zoom performance during online learning? |
| F1 | : | Regarding the performance of using zoom, mmm in my opinion is quite satisfactory. But still I underline yes with the main point if it is supported by a good internet network. Because if it is not supported by a good internet network, I think this is not satisfactory. |
| IR | : | what about the features that Zoom has, are you satisfied using all of its features? |
| F1 | : | Regarding the features available on Zoom, I am very satisfied, the features are complete and support all learning needs. |

| | | |
|---|---|---|
| Subject | : | Female 2 (NYK) |
| Date | : | September 24th, 2022 |
| Coding Description | : | F2 (Informant) |
| | | IR (Interviewer) |

| | | |
|---|---|---|
| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
| F2 | : | No, it isn't. zoom is easy to apply and I don't feel any difficulties when using it |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| IR | : | Yes, the zoom feature helps me to interact with the lecturer |
| F2 | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| IR | : | In my opinion, online learning through Zoom is quite easy for students and lecturers to be able to meet face to face without having to meet. zoom is useful to help the learning process.  I think zoom has been effective for online classroom learning |
| F2 | : | How does Zoom help you learn and discuss during online learning? |
| IR | : | Zoom helps by providing features that can make the learning process can be done face-to-face online.  so that during the learning process we can see the people who are involved in the learning process. |
| F2 | : | What zoom feature did you find most helpful during study? |
| IR | : | camera features and chat features |
| F2 | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |
| IR | : | I will use the zoom if direct learning can't be used |
| F2 | : | Are you satisfied with the zoom performance during online learning? |
| IR | : | Yes, I'm satisfied |
| F2 | : | what about the features that Zoom has, are you satisfied using all of its features? |
| IR | : | Yes, I'm  satisfied with all features in zoom |

| Subject | : | Female 3 (GM) |
|---|---|---|
| Date | : | September 23th, 2022 |
| Coding Description | : | F3 (Informant) |
| | | IR (Interviewer) |

| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
|---|---|---|
| F3 | : | Yes, it is. But sometimes I have trouble because zoom can use up a lot of credit or internet data quota. It means online learning process using this application is considered wasteful and quite draining our internet data quota |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| F3 | : | Yes, it does. Because zoom provides many features such as chat, raise hands, breakout rooms, polls, whiteboards, and other features that can make it easier for students and teachers or lecturers to interact easily such as being able to send questions or comment on what friends, teachers, or lecturers have said in presentations, and we can also decide whether we react to them immediately or after the presentation. |
| IR | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| F3 | : | In my opinion, the zoom app is pretty good. This obviously helps us as students and also helps teachers and lecturers I think, because the features in Zoom are complete. In my opinion, zoom can be an effective medium to be used in distance learning or online learning, but zoom is an ineffective medium when used in face-to-face learning processes. |
| IR | : | How does Zoom help you learn and discuss during online learning? |
| F3 | : | By the feature share screen, chat, and breakout room. By the feature share screen, we can get the lesson from the lecturer clearly, and help us to ease our understanding about the materi that are delivered. By the feature chat, we can give your audience choice and drive engagement by allowing more audiences to interact with live activities than just listening to presentations. By the feature Breakout room, we can collaborate and discuss certain topics from the presentations delivered. After a discussion in the Breakout Room, for example, one group member can share the group's findings or ideas with other participants. |
| IR | : | What zoom feature did you find most helpful during study? |
| F3 | : | Share screen. Because through the share screen feature, we can use two monitors which can see the two newly shared screens on each monitor. We can also use one monitor to view the most recently shared screens and we can select View Options to change the screen they see. |
| IR | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |

| F3 | : | Maybe I will use zoom as a learning medium depending on the situation or conditions that are happening.  If in distance learning or online learning, maybe I will use zoom 2 to 3 times a week or even often |
|---|---|---|
| IR | : | Are you satisfied with the zoom performance during online learning? |
| F3 | : | Quite satisfied.  Because with the zoom, I can still do lessons that can be done anywhere.  Although zoom is said to be less effective, it really helps me during online learning and makes it easier for me to study anywhere and anytime. |
| IR | : | what about the features that Zoom has, are you satisfied using all of its features? |
| F3 | : | From my experience, I am satisfied with the zoom features provided. Because these features are very helpful and make it easier for me to interact with friends, teachers and lecturers during the learning process. Without the zoom feature, I might have a very difficult time interacting with friends, teachers, and lecturers. |

| Subject | : | Female 4 (RL) |
|---|---|---|
| Date | : | September 23th, 2022 |
| Coding Description | : | F1 (Informant) |
| | | IR (Interviewer) |

| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
|---|---|---|
| F4 | : | yes, Zoom is the easiest application to operate during online learning. No, I didn't find any difficulty to operate zoom when I have to join class. Only to join class.  Because I have difficulty using zoom especially when I have to make meeting room. Haha I can't do that thing. |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| IR | : | yes, the feature of zoom meeting help me to get clear and precise interaction with lectures and classmates. |
| F4 | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| IR | : | not really helpful, sometimes I have some trouble with the signal, or with the sound. But during the pandemic zoom meeting is the best application to study. So I said it's worth to try zoom. |
| F4 | : | How does Zoom help you learn and discuss during online learning? |
| IR | : | I use zoom to disscuss with each other or with our lecture. We share material using zoom. And we can also have the microfon feature to help us discussing the material. |
| F4 | : | What zoom feature did you find most helpful during study? |
| IR | : | mmm wait, I think the most helpful feature on zoom application is we can share screen with other to share our material, and of course the interesting feature is the camera I don't know what the name of the feature is , but we can see the faces of friends when they turn on the camera, it was interesting to see them moreover during pandemic covid 19. It was because I have no interaction to other people outside so kind of interesting to see them even via zoom. Ohh and we can do a text message also. |
| F4 | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |
| IR | : | yes, if I have occasion or when I don't have any time because we can use zoom anywhere and anytime. But I prefer meeting in real life so I don't know I will using zoom very often. Not now, I think. |
| F4 | : | Are you satisfied with the zoom performance during online learning? |
| IR | : | I think, as long as I using Zoom during online learning I didn't find any worst difficulty and I think it is worth it to using zoom during online learning.  it kind of help but of course learning via offline is more satisfying. But there is advantages of zoom meeting is the time is |

| | | limited, if we using free zoom we have time limit. it is 40 minute or 30 minute I guess to use zoom. So, we have to re enter zoom when the time is over. It's kind of annoying for me. |
|----|----|----|
| F4 | : | what about the features that Zoom has, are you satisfied using all of its features? |
| IR | : | Yes, of course I can say zoom is the best application because I had used the other application before like google meet and zoom is better than gmeet. |

| Subject | : | Female 5 (TW) |
|---|---|---|
| Date | : | September 26th, 2022 |
| Coding Description | : | F5 (Informant) |
| | | IR (Interviewer) |

| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
|---|---|---|
| F5 | : | Easy. If i used computer, i am difficult used it because there are some icons i don't know used it. |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| F5 | : | Not really because sometimes i don't know to function feature in zoom. |
| IR | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| F5 | : | For studying online zoom is very helpful for learning process. It is effective learning for teacher to student. |
| IR | : | How does Zoom help you learn and discuss during online learning? |
| F5 | : | - |
| IR | : | What zoom feature did you find most helpful during study? |
| F5 | : | Feature can share screen in zoom most helpful in study. |
| IR | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |
| F5 | : | yes i Will plan, i Will use the zoom if i have problem can' t study in the class so i Will used zoom for learning process. |
| IR | : | Are you satisfied with the zoom performance during online learning? |
| F5 | : | Not really, because sometimes i have to good conection if used zoom. |
| IR | : | what about the features that Zoom has, are you satisfied using all of its features? |
| F5 | : | The featured make me satiesfied is sharecreen and can make audience become host. |

| Subject | : | Female 6 (HEA) |
|---|---|---|
| Date | : | September 22th, 2022 |
| Coding Description | : | F6 (Informant) |
|  |  | IR (Interviewer) |

| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
|---|---|---|
| F6 | : | Yes, zoom is easy when online learning. Hmm, I think that there are any difficulties like the networks. |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| F6 | : | Yes, the zoom is helping to get clear and easily interact with the lectures and classmate because the feature of zoom is easily to know. |
| IR | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| F6 | : | Zoom is very easily to use in learning online because the room and features of zoom is get understanding by the students. Zoom is an effective learning in the classroom because the students and lectures can interact and communicate with each other. |
| IR | : | How does Zoom help you learn and discuss during online learning? |
| F6 | : | Zoom is very easily to use in learning online because the room and features of zoom is get understanding by the students. Zoom is an effective learning in the classroom because the students and lectures can interact and communicate with each other. |
| IR | : | What zoom feature did you find most helpful during study? |
| F6 | : | Zoom is very easily to use in learning online because the room and features of zoom is get understanding by the students. Zoom is an effective learning in the classroom because the students and lectures can interact and communicate with each other. |
| IR | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |
| F6 | : | Zoom is very easily to use in learning online because the room and features of zoom is get understanding by the students. Zoom is an effective learning in the classroom because the students and lectures can interact and communicate with each other. |
| IR | : | Are you satisfied with the zoom performance during online learning? |
| F6 | : | Yes, I am satisfying with using the zoom in online learning. |
| IR | : | what about the features that Zoom has, are you satisfied using all of its features? |
| F6 | : | Hmm, I think that features of zoom are enough satisfy in learning. |

| Subject | : | Female 7 (YWS) |
|---|---|---|
| Date | : | September 21th, 2022 |
| Coding Description | : | F7 (Informant) |
| | | IR (Interviewer) |

| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
|---|---|---|
| F7 | : | It is a really easy platform for online learning. Even myself as a new user doesn't really find any difficulty. |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| F7 | : | yes it is. The features screen sharing is so cool. |
| IR | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| F7 | : | yes it is a very useful platform for online study. It helps a lot as the pandemic require everything has to be online. |
| IR | : | How does Zoom help you learn and discuss during online learning? |
| F7 | : | it helps when we have to do meeting virtually with the hd resolution and also a very clear video sound. |
| IR | : | What zoom feature did you find most helpful during study? |
| F7 | : | it is screen sharing and screen recording. |
| IR | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |
| F7 | : | I prefer to attend the class than to do online meeting. So I guess I'm not using it for the future. If there is any option obviously. |
| IR | : | Are you satisfied with the zoom performance during online learning? |
| F7 | : | if you talked about online learning, then yeah. I am satisfied. |
| IR | : | what about the features that Zoom has, are you satisfied using all of its features? |
| F7 | : | as far as I used it yes I am satisfied it's only my laptop that not supported the background feature. |

| Subject | : | Female 8 (ACL) |
|---|---|---|
| Date | : | September 21th, 2022 |
| Coding Description | : | F8 (Informant) |
| | | IR (Interviewer) |

| IR | : | Is Zoom easy to operate during online learning? Did you find any difficulties? |
|---|---|---|
| F8 | : | no, in fact, I think that zoom is very helpful for learning in this regard, then the zoom application is very easy to use and reach. |
| IR | : | Does the Zoom feature help you get clear and precise interactions with lecturers and classmates? |
| F8 | : | I think it's quite helpful, but sometimes there are obstacles in the network that are not good enough to make the interaction quite disrupted. |
| IR | : | What do you think about Zoom when studying online? Is it useful to help your learning process? If useful, do you think Zoom is an effective learning aid in the classroom? |
| F8 | : | Yes, I think the zoom application is very useful for bold learning, because it can interact directly with lecturers and other friends. and the features in zoom are also very modern and quite complete. |
| IR | : | How does Zoom help you learn and discuss during online learning? |
| F8 | : | According to me directly, presentation and Q&A. |
| IR | : | What zoom feature did you find most helpful during study? |
| F8 | : | I think the raise your hand feature in a presentation by using zoom for questions and answers is very interesting. |
| IR | : | Do you plan to use Zoom as your learning medium in the future? If so, how often do you use Zoom to support your learning process? |
| F8 | : | yes it will be used quite often because this zoom application is very helpful in the learning process. |
| IR | : | Are you satisfied with the zoom performance during online learning? |
| F8 | : | I myself am quite satisfied using the zoom application, because it really helps the process even though it is virtual. |
| IR | : | what about the features that Zoom has, are you satisfied using all of its features? |
| F8 | : | Yes I am as a person who uses the zoom application satisfied with the features provided by zoom. |

*Appendix 8*

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

| Nama | : Putri Ramadai Hutabarat |
|------|---------------------------|
| NPM | : 1802050073 |
| Program Studi | : Pendidikan Bahasa Inggris |
| IPK Kumulatif | : 3.53 |

IPK = 3.53

| Persetujuan Ketua/Sek Prodi | Judul yang diajukan | Disyahkan Oleh Dekan Fakultas |
|-----------------------------|---------------------|-------------------------------|
| 23/02/2022 | Academic Use of Video Conference for EFL Learning: Students' Perceptions and Attitudes Towards Zoom as a Learning Media | |
| | Impoliteness Strategies in Selena Gomes's Instagram Account Comments | |
| | Motivation Potrayed in BTS Album 'Love Yourself: Answer' | |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan,

Hormat Pemohon,

Putri Ramadani Hutabarat

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
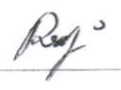- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

*Appendix 9*

Kepada Yth :   Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama               : Putri Ramadani Hutabarat
NPM               : 1802050073
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

"Academic Use of Video Conference for EFL Learning: Students' Perceptions and Attitudes Towards Zoom as a Learning Media"

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing :   Resty Wahyuni. S,Pd. M.Hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan,
Hormat Pemohon,

Putri Ramadani Hutabarat

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

*Appendix 10*

## PERMOHONA PERSETUJUAN JUDUL SKRIPSI

Nama                    : Putri Ramadani Hutabarat

NPM                     : 1802050073

ProgramStudi            : Pendidikan Bahasa Inggris

| JUDUL | DITERIMA |
|-------|----------|
| Academic Use of Video Conference for EFL Learning: Students' Perceptions and Attitudes Towards Zoom as a Learning Media | |

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 23 Februari 2022

Disetujui oleh

Dosen Pembimbing                                    Hormat Pemohon

(Resty Wahyuni. S,Pd. M.Hum)                        (Putri Ramadani Hutabarat)

*Appendix 11*

Nomor        : 518 /II.3-AU/UMSU-02/F/2022
Lamp         : ---
H a l         : Pengesahan Proyek Proposal
              Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa   : Putri Ramadani Hutabarat
NPM              : 1802050073
Program Studi    : Pendidikan Bahasa Inggris
Judul Penelitian : Academic Use of Video Conference For EFL Learning Students'
                   Perception and Attitudes Towards Zoom as a Learning Media.

Dosen Pembimbing  : Resty Wahyuni, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 24 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 23  Rajab     1443 H
        24  Februari  2022 M

Dekan

**Dra. Hj. Syamsuyurnita, M.Pd**
NIP : 19670604 199303 2 002

Dibuat rangkap 4 (empat)
   1. Fakultas (Dekan)
   2. Ketua Program Studi
   3. Pembimbing
   4. Mahasiswa yang bersangkutan
      WAJIB MENGKUTI SEMINAR

*Appendix 12*

بسم الله الرحمن الرحيم

**BERITA ACARA BIMBINGAN PROPOSAL**

Nama : Putri Ramadani Hutabarat
NPM : 1802050073
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Academic Use of Video Conference for EFL Learning: Students' Perceptions and Attitudes Towards Zoom as a Learning Media
Nama Pembimbing : Resty Wahyuni,S.Pd,M.Hum

| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|---|---|---|
| 09-06-22 | Chapter I Identification of Problem. | |
| 16-06-22 | Chapter II Previous Study | |
| | Chapter III Technique of Collecting Data | |
| | Chapter III Technique of Analyzis Data | |
| 05-07-22 | Chapter I Background of Study | |
| | Chapter II Theorical Framework | |
| | | |
| | | |
| | | |
| | | |
| | | |

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

Medan, Juli 2022

Dosen Pembimbing

**Pirman Ginting, S.Pd., M.Hum.**

**Resty Wahyuni,S.Pd., M.Hum**

*Appendix 13*

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Jum'at Tanggal 05 Bulan Agustus Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

| | |
|---|---|
| Nama Lengkap | : Putri Ramadani Hutabarat |
| N.P.M | : 1802050073 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : Academic Use of Video Conference for EFL Learning: Students' Perceptions and Attitudes Towards Zoom as a Learning Media |

| No | Masukan dan Saran |
|---|---|
| Bab I | Revise chapta I . Background . of the study |
| Bab II | Use Review of literature that need in the chapter 2 |
| Bab III | Revise chapta 3 |
| Lainnya | References revise |
| Kesimpulan | [  ] Disetujui                    [  ] Ditolak<br>[ ✓ ] Disetujui Dengan Adanya Perbaikan |

Dosen Pembimbing

**(Resty Wahyuni, S.Pd., M.Hum.)**

Dosen Pembahas

**(Dra. Diany Syahputri, M.Hum.)**

Panitia Pelaksana

Ketua

**(Pirman Ginting, S.Pd., M.Hum.)**

Sekretaris

**(Rita Harisma, S.Pd., M.Hum.)**

*Appendix 14*

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Assalamu'alaikum Wr.Wb
Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa   : Putri Ramadani Hutabarat
N P M             : 1802050073
Program Studi      : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul skripsi sebagaimana tercantum di bawah ini :
Academic Use of Video Conference for EFL Learning: Students' Perceptions and Attitudes Towards Zoom as a Learning Media
Menjadi :
Students' Perceptions and Attitudes Use Video Conference Zoom as a Learning Media for EFL Learning

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Dosen Pembimbing

Medan, 12 Agustus 2022
Hormat Saya, Pemohon

Resty Wahyuni,S.Pd., M.Hum

Putri Ramadani Hutabarat

Disetujui Oleh :
Ketua Program Studi

Dosen Pembahas

Pirman Ginting,S.Pd., M.Hum

Dra.Diany Syahputri, M.Hum

*Appendix 15*

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

**PENGESAHAN PROPOSAL**

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas
Muhammadiyah Sumatera Utara Strata-1 bagi :

Nama Lengkap   : Putri Ramadani Hutabarat
N P M             : 1802050073
Program Studi     : Pendidikan Bahasa Inggris
Judul Proposal    : Students' Perceptions and Attitudes Use Video Conference Zoom
                  as a Learning Media For EFL Learning

Dengan diterimanya proposasl ini, maka mahasiswa tersebut dapat diizinkan untuk
melakukan riset di lapangan.

Medan,  12 Agustus 2022

Disetujui oleh :

Dosen Pembimbing                                    Dosen Pembahas

Resty Wahyuni, S.Pd., M.Hum                   Dra. Diani Syahputri, M.Hum

Diketahui oleh
Ketua Program Studi

Pirman Ginting S.Pd., M.Hum

*Appendix 16*

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website :http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

**SURAT KETERANGAN**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

| | | |
|---|---|---|
| NamaMahasiswa | : | Putri Ramadani Hutabarat |
| NPM | : | 1802050073 |
| Program Studi | : | Pendidikan Bahasa Inggris |

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

| | | |
|---|---|---|
| Hari | : | Jumat |
| Tanggal | : | 5 Agustus 2022 |
| DenganJudul Proposal | : | Students' Perceptions and Attitudes Use Video Conference Zoom as a Learning Media for EFL Learning |

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan,semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya Amin.

Dikeluarkan di : Medan
Pada Tanggal : 23 Agustus 2022

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

*Appendix 17*

**SURAT KETERANGAN**
Nomor : 2065/KET/II.3/UMSU-02/D/2022

*Bismillahirrahmanirrahim*
*Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | Putri Ramadan Hutabarat |
| NPM | : | 1802050073 |
| Program Studi | : | Pendidikan Bahasa Inggris |

Adalah benar telah melaksanakan penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Mahammadiyah Sumatera Utara, mulai tanggal 5 September 2022.

Demikianlah surat keterangan ini dikeluarkan untuk dipergunakan seperlunya, dan agar yang berkepentingan mengetahui.

Ditetapkan di : Medan
Pada Tanggal : .26 September 2022

Dekan

**Dra. Hj. Syamsuyurnita, M.Pd**

Cc. Pertinggal.

QS STARS
★ ★ ★ ★

*Appendix 18*

**UMSU**
Unggul | Cerdas | Terpercaya

بسم الله الرحمن الرحيم

**BERITA ACARA BIMBINGAN SKRIPSI**

| | | |
|---|---|---|
| Perguruan Tinggi | : | Universitas Muhammadiyah Sumatera Utara |
| Fakultas | : | Keguruan dan Ilmu Pendidikan |
| Jurusan/Prog. Studi | : | Pendidikan Bahasa Inggris |
| Nama | : | Putri Ramadani Hutabarat |
| NPM | : | 1802050073 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Judul Skripsi | : | Students' Perceptions and Attitudes Use Video Conference Zoom as a Learning Media for EFL Learning |

| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|---|---|---|
| 29/09/2022 | Chapter IV Findings | *(signed)* |
| | | |
| 30/09/2022 | Chapter IV Findings | *(signed)* |
| | Discussions | |
| 05/10/2022 | Abstract | *(signed)* |
| | | |
| | | |
| | | |
| | | |

Medan,    Oktober 2022

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum)    (Resty Wahyuni, S.Pd., M.Hum)

*Appendix 19*

## SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertandatangan dibawah ini :

| | |
|---|---|
| Nama Mahasiswa | : Putri Ramadani Hutabarat |
| NPM | : 1802050073 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Penelitian | : Students' Perceptions and Attitudes Use Video Conference Zoom as a Learning Media for EFL Learning |

Dengan ini saya menyatakan bahwa :
1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 23 Agustus 2022

Hormat saya
Yang membuat Pernyataan

(Putri Ramadani Hutabarat)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum.