UNDERGRADUATE STUDENTS' VOICES OF LEARNING ENGLISH THROUGH ONLINE APPLICATION : ZOOM MEETING DISCUSSION

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Article Info	Abstract
	Online learning that is carried out by students with lecturers as part of the learning process during this pandemic makes students study harder. The online learning process which is different from face-to-face classroom learning makes students experience several obstacles and difficulties in participating in online learning. This study will try to voice the opinions and experiences of students while carrying out online learning through the online zoom meeting application during this pandemic. Through the questionnaire and interview methods, this narrative inquiry research will find the results of what students have felt so far. The obstacles found by the researchers were one of them that occurred in the student environment such as the internet connection network to the factor of the lecturers in the inaccuracy of time in teaching so that they spent learning time which made students experience some difficulties in living it. On the other hand, students also admit that online learning is positive, which is a solution to flexibility and time effectiveness during online learning through the online zoom meeting application. This online learning does have positive and negative sides from the views of students that lecturers and others need to know.

INTRODUCTION

Developments and changes that happening globally have a huge impact on the world. The rapid development of technology brings changes for the better in our daily life (Ratheeswari, 2018). It is undeniable that today technology and the internet play an important role in various daily human activities. This development also provides many options and ways for education to be more easily grasped by us anywhere. This development brings people to get information easily and not limitedly through internet (Elyas, 2018). Sources of information to get an education are more diverse and easier to access. Through the internet, people can easily get information and learn something new that they want to learn. Students who are studying individually can access many websites or online application on the internet to learn, especially learning English which has many learning places. One of the existing English learning media is an application that can be easily downloaded and installed on a smartphone (Ajisoko, 2020). This application that can be accessed via a smartphone is more practical and easy to understand for some people, especially the millennial generation who are already 'literate' in technology.

Learning English is an activity that can be adjusted according to the abilities of each learner. Likewise, online learning available on the internet mostly provides independent learning services according to the needs of the learners. As stated by Clarke and Hermens in Ariffin et al (2021), online learning has a goal so that learners can set their own learning style according to their individual needs. The purpose of online learning itself is indeed to help learners to learn effectively and efficiently with their respective learning levels. The online learning model that adapts to the abilities of the learners is expected to help learners to improve

their English skills. As Noom-ura (2008) stated that most of them designed a course to help learners find comfort in learning English to develop their knowledge.

English is needed in learning efforts by students during the period where the ability and development of the times by artificial intelligence is made. The example of artificial intelligence is the development of technology into the field of education called educational technology. Educational technology opens a wide range of learning resources that support the involvement of students learning English in accessing learning content. In this meaning, digital educational technology plays an important role in foreign language learning (Oz, 2015; Toyoda & Harrison, 2002 in Sert, N. & Boynuegri, E. (2017). One form of educational technology is the use of online video conferencing applications to conduct online learning like a face-to-face class. The online real-time video-conferencing application commonly used in the learning process is the zoom meeting application.

Online applications as learning facilities that are in great demand now are zoom meeting applications. Zoom meeting itself is a support for online learning that has been carried out during this online learning. This zoom meeting application is also considered quite effective because it has features that support online learning such as chat, recording, and even a breakout room for dividing study groups (Palupi & Raharjo, 2020). Features such as a breakout room in the Zoom meeting application, one of which supports learning to speak English. This online learning activity is very beneficial for students in improving the quality of their interactions and conversations. (Hasan et al. in Fuady et al, 2021). Conversations between students and students, students with teachers will be more intense in the breakout room because of the small capacity of people in it.

Learning English is getting easier day by day with the development of technology that makes it easier for humans to learn it. The student will get the benefits of technological developments that make it easier for them to learn English. English learning skill that should be mastering has 4 main skills, reading, writing, listening and speaking. But, in online learning the learning that is carried out is mostly reading and listening on the learning materials and their lecturers. In practice, lecturers mostly use online video conferencing applications such as zoom meetings in their learning. Usually, lecturers explain more of the material at length and students listen to the explanation online. As according to Sujarwo et al., (2020) students understand the learning material better if their lecturer conveys the lesson first and they listen to the explanation. In addition, lecturers also provide more exercises to students such as listening to English conversations or reading a series of stories in English. Definitely, this is an activity that is often encountered and used in online learning because of the effectiveness of the method.

Studies on students' perceptions and voices about online learning have previously been discussed in studies such as Armstrong (2011) which states that online learning has flexibility and convenience in the learning process. However, besides that, this research shows that online learning has shortcomings that make students less focused on carrying out their learning without being accompanied by a lecturer directly. The lack of active communication also has an impact on the learning process of each student. Student perceptions of online learning using online applications are indeed more inclined to the learning process that occurs between students and lecturers in virtual classrooms, not to the online applications used. However, the perception that is more directed towards its online application may be in future research.

The research of Hendrawaty et al., (2021) also shows that online learning has positive and negative responses from students. The results of this study state that online learning using online applications used by lecturers for students has many variations. However, in its application, zoom meeting is one of the online applications that does not get a good response from students during the online learning process. Students considered that the Zoom meeting application had more problems in its use, such as frequent lagging in communication, and consuming too much internet quota. It often caused sudents to often go in and out of the

application when the lecturer was delivering the material. Definitely, this is one of the reasons why students have a negative response to online learning.

In addition, a study that has discussed the perceptions and voices of students' experiences in the online learning process is Famularsih (2020). In his research, Famularsih stated that students expressed more positive responses to the online learning they had done. They stated that online learning was an effective solution in carrying out the learning process during this pandemic. Many students voiced their difficulties during online learning using online applications such as zoom meetings, where these difficulties became an obstacle for them to learn. These difficulties include internet network connections, facilities or devices used in online learning, to learning activities used by teachers in the learning process. Because that is what helps students to participate actively in learning and also understand the material presented by the teacher. (Purwanto et al., 2020). In addition, a study that has discussed the perceptions and voices of students' experiences in the online learning process is Famularsih (2020). In his research, Famularsih stated that students expressed more positive responses to the online learning they had done. They stated that online learning was an effective solution in carrying out the learning process during this pandemic.

In this study, the experiences and voices of students undergoing online learning, especially using zoom meetings are the main topics in the research discussion. Things that should be known by lecturers and students themselves will be evaluated and experienced in the future so that online learning will be better in the future, both in the learning process and other supporting things. Therefore, the purpose of this research is to obtain information about the experiences and voices of students' opinions in undergoing online learning, especially through the online zoom meeting application in the English class.

RESEARCH METHOD

This study use qualitative methods, because qualitative research is a process of understanding narrative inquiry that explores social or human problems (Creswell, 2012). Researchers in this study will focus on social phenomena and on the feelings and voices of students in voicing their experiences during online learning in this pandemic. This study also uses the narrative inquiry method to answer the "what" and "how" questions contained in the questionnaire. And, provide a clear explanation of his voice and experience through interviews. Later, the results of the research will be presented in the form of sentences and words that are presented in a narrative (Lodico et al., 2006). The use of this narrative method is in accordance with the purpose of the research which focuses on the voices and experiences of students in undergoing online learning using the Zoom Meeting application.

Research Design

This study uses a narrative inquiry design. This form of qualitative research is research that seeks to find stories from a group, individual or situation. Research respondents from this study were students of public universities majoring in English in the city of West Java who carried out online learning. Data was collected using questionnaires and semi-structured interviews in this study. The questionnaire consists of 6 closed questions and 1 student's short opinion question. The questionnaire was made to find out the voices and opinions of students towards online learning through the zoom meeting application during this pandemic. Meanwhile, interviews were used to provide an in-depth explanation and description of the results of the questionnaire regarding the online learning process during the pandemic. The interview was conducted through a zoom meeting with 10 undergraduate students' respondents majoring in English.

An instrument is a tool to measure and record the data obtained which includes interviews, questionnaires, observations, and tests. The things in this instrument are the tools used by researchers to collect data. With the instrument the research results will become better, more accurate and systematic (Creswell, 2012). The instrument used by researchers in this study is the result of respondents' answers through questionnaires and interviews.

Data Analysis

Data analysis according to Braun & Clarke (2006) consists of 6 steps: Familiarization of data, Initial Coding, Generating Themes, Validity, and Reliability of Themes, Defining and Naming Themes, Interpretation and Reporting the data. The data techniques used are questionnaires and interviews. Interrelated questionnaires and interviews where the data support each other to conclude as a result of the data. To increase the accuracy of the data, the researcher will verify and examine comprehensive data as well as feedback on data interpretation from participants in the presentation and construction of data to the credibility of the data (Widodo, 2014).

RESEARCH FINDINGS AND DISCUSSION
Research Findings

This part presents the findings related to the research questions on undergraduate students' voices of learning English through online application in enhancing language ability. The discussion is explained through the interpretation of the results shown in the tables elaborated with the findings from the questionnaire and interview.

Students' English skills experience during online learning in zoom meeting classroom

Table 1 shows that most respondents voted strongly agree (54.8%) and agree (33.2%) that the development of their English skills during online learning only increased slightly and did not have a major effect on their English skills. On the other hand. The students strongly agreed (66.3%) that their understanding of English learning materials during online learning with their lecturers was enough to help them understand quite a lot of learning materials. This is because sometimes in online learning, lecturers tend to give quite a lot of learning lectures that make students listen more. Students also admitted that they did not agree (20.7%) that the learning material delivered by the lecturer could give them a good understanding of the learning material being studied. This is one of the answers given by the respondents during the interview:

R : Pembelajaran secara online terasa kurang maksimal untuk mengembangkan skills Bahasa inggris saya, karena waktu yang terbatas dan penyampaian dosen yang terlalu banyak di dalam waktu pembelajaran sehinga tidak adanya keaktifan mahasiswa di dalam kelas zoom meeting.

(Online learning feels less than optimal to develop my English skills, due to limited time and too many lecturers time in telling the materials in the learning process so that there is no student activity in the zoom meeting class.)

In addition, students also experience difficulties in participating in the online English learning process because they experience several obstacles, namely external factors outside of learning such as internet signal network constraints, the need for inadequate devices such as laptops or smartphones, electricity in students' respective areas of residence, to the learning environment around students that interferes with student concentration. Students choose strongly agree (80.2%) that external factors greatly affect the online learning process and often make it difficult for students to follow it. The rest (19.8%) agree that it is difficulties like this that hinder students' learning process during online English learning.

Table 1
Students' Questionnare

NO	Questions	SA	A	D
1.	Development of English skills during online learning	54.8%	33.2%	12%
2.	Understanding of learning materials during the online learning process	66.3%	20.7%	13%
3.	Difficulties experienced during online learning are carried out	90.2%	9.8%	-

Further results are in Table 2. It showed that students strongly agree (76.2%) that the online learning process is not the same as the face-to-face learning process. Starting from the discussion of the material, the way lecturers deliver to the learning environment. Students feel that the online learning process does not have meaningful activity in the process, so the class becomes passive, only listening to the lecturer's learning lectures. Other students also agreed (23.8%) that the learning process that occurred during online learning did not have as much influence as learning in face-to-face classes. As stated by the respondent in the contents of the interview:

> *R : Pembelajaran online terasa berbeda daripada kelas tatap muka karena berkurangnya innteraksi antara mahasiswa dan dosen, mahasiswa yang pasif dalam bertanya, kurangnya konsentrasi dan focus mahasiswa dalam kelas virtual zoom meeting hingga dosen yang terlalu berbicara terlalu banyak sehingga hanya seperti mendengarkan ceramah online.*

> *(Online learning feels different than face-to-face classes due to reduced interaction between students and lecturers, students who are passive in asking questions, lack of concentration and focus of students in virtual zoom meeting classes to lecturers who talk too much so it's just like listening to online lectures.)*

Furthermore, the results are shown in Table 2 also indicate that students strongly agree (73%) that online learning needs development so that the online learning process can occur like face-to-face learning in a classroom. The rest of the students chose to agree (27%) for changes in online classrooms through zoom meetings so that the learning process can run actively. On the other hand, students expressed their complaints that while carrying out online learning for approximately 2 years. That the obstacles previously mentioned made the students' learning process not going well. Thus, students feel that the learning that occurs does not have a big influence on their English skills so there is no significant improvement during their study. this online learning. As answered by respondents during the interview:

> *R : Pembelajaran online melalui aplikasi zoom meeting saya rasa sangat kurang efektif yang hanya memberikan pengalaman pembelajaran yang sedikit sehingga tidak berkembanganya skill Bahasa inggris saya dari apa yang telah saya pelajari dari pembelajaran online melalui zoom meeting*

> *(I think online learning through zoom meeting application is very less effective which only provides a little learning experience so that my English skills do not develop from what I have learned from online learning through zoom meetings)*

The results of the questions in the questionnaire answered by students can be seen in table 2. Below which shows the results in percent. In the questions below, students only choose strongly agree and agree without choosing disagree. This shows that all of the questions posed below to their students answered agree. Where the biggest result is in the question of the

difficulties experienced by students so far during online learning through the Zoom meeting application. This is in line with the results of student interviews who voiced their lack of experience in undergoing online learning through the online zoom meeting application.

Table 2
Students' Questionnare

No	Question	SA	A	D
4	The online learning process through zoom meetings is not as active as learning in face-to-face classes	76.2%	23.8%	-
5.	The online learning process needs development in the process	73%	27%	-

In the questionnaire created by the researcher, student participants also gave their opinion on how online learning using zoom meetings should be carried out in a virtual classroom. Students are giving more suggestions that this online learning needs a lot of improvement, such as learning activities that are given in the classroom so that students can interact and collaborate in the zoom meeting classroom. This can be done by utilizing the features available in the zoom meeting application, such as breakout rooms for small group discussions, presentations with sharing screens, voting, and asking questions using the polling feature. As the students said in the short writing on the questionnaire.

> *R : Menurut saya pembelajaran daring ini sudah cukup efektif namun terkadang aktivitas di dalam zoom meeting yang membuat saya bosan dengan aktivitas yang sama setiap harinya. Padahal fitur di zoom meeting dapat digunakan untuk memberikan kesan yang berbeda di setiap pembelajaran yang dilaksanakan setiap harinya.*

> *(In my opinion online learning is quite effective, but sometimes activities in zoom meetings make me bored with the same activities every day. Even though the features in the zoom meeting can be used to give a different impression in every lesson that is carried out every day.)*

Discussion

From the results above it is concluded that, most of students' have a negative response toward online learning English which has been carried out for approximately 2 years through the online zoom meeting application. The student' negative response regarding understanding the material, improving English skills, the process of delivering learning to students' difficulties in conducting online learning through the online zoom meeting application. However, on the other hand, there are positive student responses to online learning, which they think is an effective solution to save time and effort. Although on the other hand, students find it difficult because sometimes there is pressure from the lecturers who force them to do many assignments and study it themselves remotely. (Rohman et al., 2020).

Students also shared about their experiences where the learning process was hampered due to the availability of their respective learning facilities such as internet connections, devices such as laptops or smartphones, memory storage, to electricity in their respective areas of residence. Because this thing prevents students from listening to the lecturer's explanation in real-time and recording their learning. As stated Croft, et al., (2010) that online learning does reduce learning activity so that communication between lecturers and students decreases in the online learning process. Another thing that becomes an important point in the results of this study is that students feel that online learning tends to be passive and boring so that there are no new challenges that make them enthusiastic in their efforts to improve their English skills. Mostly the lecturer only give long explanations and then give simple assignments at each learning meeting which makes the students' enthusiasm for learning decrease like in a face-to-face class. Whereas the students need a response or feedback from their lecturers during the

learning process (Famularsih, 2020). In addition, the lack of use of features in zoom meetings by lecturers in the delivery of learning materials is also one of the reasons why students' learning experiences in zoom meeting classes have more unpleasant experiences.

Student experience in online learning carried out by lecturers and students through the online zoom meeting application in this study is indeed more likely to be a negative experience felt by students. However, in the results collected by the researchers some students still voiced their positive experiences with online learning. As stated by Wang et al., (2018) that students still have a positive response to online learning through zoom meetings. One of the positive experiences felt by students was the delivery of the lecturers provide is enough to help students' understand the learning material being studied during the learning process. This is felt by students because lecturers tend to give quite a lot of learning lectures that make students have time to understand and listen to what the lecturers say in the virtual zoom meeting classroom.

The results of the student experience in undergoing online learning become an important reference in the future for how the learning process goes well. Although many previous studies have explained that online learning using zoom meetings has a positive impact, such as Nuryanto (2021) who explains that zoom meetings in online learning are tools that help in the learning process that increase interaction between students and teachers in the classroom, but it is necessary to keep in mind that this process also has a negative impact on students in each of their learning processes. As stated by Benmansour (2021) that technical factors that interfere with student learning processes such as the use of insufficient devices and weak internet connections can be the biggest obstacles for students in undergoing online learning through the zoom meeting application in a virtual classroom. Of course, these findings will be useful for teachers in choosing tools, methods, and learning models that suit the needs of students.

CONCLUSION

The purpose of this research is to find out the experiences and voices of students about how they learn English with online learning through the online zoom meeting application. Online learning that occurred due to the pandemic period that occurred during the last 2 years requires students and lecturers to conduct face-to-face learning virtually or remotely through online video conferencing applications, one of which is the zoom meeting application which is more often used today. The results of the researchers' findings in this study were that students had more negative responses to the implementation of online learning through the zoom meeting application. Most students voiced their experiences because they experienced several difficulties and obstacles that made them have to try hard in participating in online learning through this application. The difficulties encountered include; internet network connections, facilities such as laptops or smartphones, to the environment around students studying. The lack of use of features in zoom meetings by lecturers so that the impression of learning is different is also less carried out in virtual classes. However, despite all these difficulties, students also had a positive experience with online learning with the delivery of lecturers who made students listen more and understand the subject matter better in a virtual zoom meeting class.

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