

ZOOM CLOUD MEETING: TEACHING MEDIA IN ESP ONLINE LEARNING

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ABSTRACT

This research aims to describe the lecturers' perception of using zoom cloud meeting as a teaching medium in ESP online learning. The method of this research was descriptive qualitative. The subject of this research was the lecturers who teach ESP at State Polytechnic of Malang and University of PGRI Argopuro Jember. The results of this research showed that the lecturers could use zoom cloud meetings as a medium in teaching ESP during online learning, zoom cloud meetings could help the lecturers to teach, and it could help them to interact with the students when they did teaching and learning process. The conclusion was zoom cloud meeting had many benefits for the lecturers in ESP online learning.

Keywords: Online learning, The lecturers, Zoom cloud meeting

INTRODUCTION

Online learning is one of the activities that must be done by the lecturers in their teaching during the Covid-19 Pandemic. This situation can force the lecturers and the students to do it, and they cannot do it face to face in the teaching and learning process. So, the lecturers and the students can use learning and teaching media in their activities. Online learning can be an effective solution for activating classrooms even though schools or universities have been closed, given the enormous risks during this pandemic (Herliandry et al., 2020). Online learning also asks the students and the lecturers to do long-distance learning, and the students must be more active without meeting face to face with the lecturers. It is needed a media to communicate and deliver the lecture through online media.

Online learning is a learning system that is carried out by using a platform that can support the learning process even though it is far away. In addition, online

learning is a learning activity carried out remotely through media in the form of the internet and tools such as computers and smartphones (Putria et al., 2020). To support online learning that is carried out to achieve goals learning, teachers must take advantage of the development of Information Technology and Communication (ICT). The utilization of technology as a medium of learning in the teaching and learning process can facilitate the way of teaching in communicating and interacting with students both inside and outside the classroom. Besides, the development of ICT as a learning medium must be really considered because if it is not used properly, it can have a bad impact on the learning benefits. Zoom cloud meeting is one of the results of the development of ICT that can be used by lecturers as a teaching medium to support online learning during the Covid-19 pandemic.

The Lecturers have to choose a teaching media to teach the students, although it is not done in the classroom. The lecturers and the students need to have a media which can reach them, although in different places. The media that they need is not only to communicate but also can accommodate the teaching and learning process, including material delivery and easiness of access. It can be done through video conference.

When the lecturers do online learning, they, of course, need teaching media as a facility for learning. Therefore, the platform which is used as a teaching media when they teach ESP needs video conferences. One of the video conference platforms is zoom cloud meeting. Zoom cloud meeting is media that can facilitate video conferences for the users. Serhan (2020) investigated students' attitudes towards the use of zoom in remote learning and their perceptions of its effects on their learning and engagement in comparison to FTF learning. Based on the result, the students had a negative effect on using zoom because they had lack of motivation. This research has differed from that research because this research will describe the lecturers' perceptions of using zoom cloud meeting in ESP teaching. The lecturers can communicate directly with the students via video in this zoom cloud meeting application. Therefore, this medium is suitable to use a medium in ESP online teaching and learning process.

LITERATUR REVIEW

Talking online learning has become a reality in our country since the Covid-19 pandemic. In this situation, as stated by our Minister of Education and Culture (Makarim, 2020) based on circular number 4 in 2020 about education policies in the emergency phase of Covid19, online learning or distance learning becomes the proper solution to implement without burdening lecturers and students while still paying attention to character strengthening to complete the curriculum achievement. As a result of this regulation, online application media such as Zoom cloud meetings becomes an option.

In addition, WhatsApp, Google Classroom, Skype, Zoom Cloud Meeting, and other learning-supporting technologies are needed as a bridge between professors and students (Monica and Fitriani, 2020). Although it is not conducted face to face during the pandemic, online learning can be used to maximize the teaching-learning process (Allen et al., 2020). So, using zoom as an alternative to replace face-to-face meetings with video conferencing that can be accessed by students and lecturers to maintain the quality of learning so that the learning process continues smoothly.

In today's digital era, zoom cloud meetings are a highly beneficial alternative application for virtual meetings to promote communication with many people without having to make direct contact and to assist learning goals (Suardi, 2020). Instead of having a face-to-face meeting in the classroom, this program or application is utilized for video conferencing. It may be installed on computers, laptops, Android phones, and other mobile devices. Students who do not have access to a computer can participate in virtual classes using their smartphones. The Zoom cloud meeting tool is extremely useful for interacting remotely; all lecturers' explanations can be delivered instantly without the need to meet in person.

Zoom cloud meeting facilitates discussions between lecturers and students in ESP learning as well as among students through direct communication via video conference, which is supported by zoom features such as raising hand and group messages so that if there are any audio issues, the students can use the available chat features to help themselves. Some zoom features allow the lecturers to present and assess four language skills during full interactions with the medical students, as well as deliver the substance of information in a variety of methods (Guzacheva, 2020). In the tough situation of the present pandemic, zoom cloud meetings can greatly aid learning by facilitating access to information and communication in the learning process for students.

There are some previous studies on the utilization of Zoom cloud meetings. Sayem et al. (2017) discovered that employing zoom for distant learning was more participatory, increased satisfaction, and gave pleasant experiences in the learning process for engineering students. Zoom's revolutionary approach improved learning outcomes for various student groups. The students of State Senior High School 1 Weleri participated in classroom action research about zoom meeting on e-learning-based remote learning in improving student cognitive ability. The results showed that the teacher's activities in the teaching-learning process with the e-learning model with zoom application were in a good category, the students' activities improved and the cognitive ability of the students improved (Widyaningrum, 2020). This research has different from those previous studies. This research will discuss and describe the lecturers' perception of using zoom cloud meetings when they teach ESP in online learning to the students.

RESEARCH METHOD

This research used descriptive qualitative research. The subjects of this research were the lecturers who taught ESP subjects at the State Polytechnic of Malang PSDKU Kediri and the University of PGRI Argopuro Jember. They consisted of two lecturers. The data collection technique which was used in this research was an interview. The interview was done with the lecturers who taught ESP subjects to get the data based on the purpose of this research. The data collection techniques were identifying the data based on the data collection, analyzing the data based on the purpose of the study, and evaluating the data based on the results.

FINDING

Based on the results of the interview with the lecturers in teaching ESP, there was some lecturers' perception of using zoom cloud meeting as a teaching media in ESP online teaching. The ESP lecturers of State Polytechnic of Malang PSDKU Kediri and University of PGRI Adipuro Jember had some perceptions based on their experiences while using zoom cloud meeting in their ESP online learning. First, the ESP lecturer of State Polytechnic of Malang PSDKU Kediri said, *'I could give motivation to the students in zoom meeting when I taught English for Business.'* In addition, the ESP lecturer of the University of PGRI Adipuro Jember said *'zoom cloud meeting could help me in teaching my students during Covid-19 pandemic especially when I gave lecture's contract.* Based on those statements, zoom cloud meetings could make easier the teaching and learning process. The lecturers could deliver the purpose of the learning through zoom cloud meeting and the outcomes of ESP learning at the end of the semester. They could start the meeting through a zoom cloud meeting and give spirit to the students in the first meeting. Besides, the lecturers also could explain that the students had to understand the condition during the Covid-19 pandemic, so they could use zoom to do ESP online teaching and learning process.

Second, the lecturers had a perception about zoom cloud meeting that could make it easy for the lecturers in getting interaction with the students. Zoom cloud meeting could facilitate all of the students in one meeting. The lecturers also said that in teaching ESP, zoom cloud meetings could help them to communicate with the students by using video conferences. Besides, there were many features that support ESP online learning more easily conveyed well to students at home. The lecturers could display the material as well as explain it directly to students via zoom cloud meeting. The students could ask questions directly to the lecturers, like in class. Learning was not only monotonous just doing assignments, but the lecturers also gave quizzes to the students. Those perceptions could be seen by the ESP lecturer of the University of PGRI Adipuro Jember, when she said, *'by using*

zoom, I could ask my students' condition although I could not meet them in the classroom. The ESP lecturer of State Polytechnic of Malang PSDKU Kediri also said *I could give some questions to my students when I gave them a quiz in listening comprehension through zoom cloud meeting. The students could ask and answer my questions when I delivered the materials. So the features of zoom could help me during my online teaching*'.

The third lecturer's perception of zoom cloud meeting in ESP online learning was it could give variation in online learning. The use of zoom cloud meeting became one of the variations which was used by the lecturers in teaching ESP to support online learning. The lecturers usually used WhatsApp in their teaching. Then, they tried to use zoom cloud meeting in their ESP online teaching. They also had the opinion that the lecturers must achieve the information and communication technology to create innovation for the students in online learning. It could make the students not feel boring during ESP online learning. The lecturers felt that zoom cloud meetings had many benefits for them. The ESP lecturer of State Polytechnic of Malang PSDKU Kediri said *'by using zoom cloud meeting, I could see that my students were not boring because we could communicate in a video conference. It could be said that zoom could support online learning'*. Moreover, the ESP lecturer of the University of PGRI Adipuro Jember said *'When I introduced zoom cloud meeting, I did not use WhatsApp in giving the materials. It meant that I could introduce the new technology to my teaching'*.

Another lecturer's perception about using zoom cloud meeting as a teaching media in ESP learning was it could make the situation of online learning to be more active. The ESP online teaching and learning process was more active, although it did not happen in the classroom. The situation was not boring and monotonous online learning. The students were not only doing an assignment in their online learning activity but also getting interaction and communication directly with the lecturers and other students in the discussion. Before the lecture was started, the lecturers usually gave a change to the students by calling each other while waiting for the others to join the zoom cloud meeting. Besides, the lecturers also gave the students the opportunity to ask some questions after the lecturers explained the lessons. They could also know the students' active participation during ESP online teaching and learning process through zoom cloud meetings. Those perceptions could be seen by the ESP lecturer of the University of PGRI Adipuro Jember, when she said, *'I could give an opportunity to my students in presenting the materials, and the other students could ask the questions to the group who presented the material. So zoom could make communication among the students.* In addition, the ESP lecturer of State Polytechnic of Malang PSDKU Kediri said *'although my students and I were not in a classroom, I could see my students' active participation in their discussion. They were still active with each other, and they could call their*

friends and me before we started the lecture. So we didn't feel boring although we couldn't meet directly'.

DISCUSSION

The implementation of zoom cloud meeting as a media in ESP online learning, which was done by the lecturers of State Polytechnic of Malang PSDKU Kediri and University of PGRI Argopuro Jember had many benefits based on their perception and experiences while using zoom cloud meeting. They did ESP online teaching to get the purpose of the learning process. Kurniasari et al. (2020) stated that the lecturer must pay attention to the learning purpose, whether in offline or online learning. To achieve the learning purpose, it was needed the media as the technology development in achieving the learning purpose and making the learning to be more effective (Kuntarto et al., 2021). The suitable media which could be used in online learning was zoom cloud meeting. It was related to the research done by Liu and Ilyas (2020), using zoom cloud meetings could affect the results of the students' learning with a 70 minimum score.

Febrianto et al. (2020) also stated that one of the learning principles was the interaction between lecturer and student in online learning, and it was interactive. By using zoom cloud meeting, the lecturer and the students could get communication and interaction because it had the feature of the video conference. Besides, Wang et al. (2018) looked into a hybrid synchronous learning environment (BSLE). The majority of students attended the course face-to-face, while the others used two-way video conferencing to participate in Zoom cloud meetings. Students loved the flexibility and ease of attending lessons via Zoom from remote locations based on the findings of their study.

Online learning nowadays sometimes made the situation to be bored. Therefore, in teaching ESP online learning, the lecturers had to have a variation in order to increase the students' interest. One of the lecturers' efforts in the ESP online teaching and learning process was using zoom cloud meetings in their teaching activities. It could give an innovative situation although they did not meet the students in the classroom. According to Siahaan (2020), variation learning could give a benefit in learning that was the students could develop their thinking. Besides, Serhan (2020) also stated that using zoom cloud meetings also affected the students' attitude during online learning.

The use of zoom cloud meetings also could make the ESP online learning to be more active. It could make the students discuss the materials with the lecturers directly. The lecturers and the students could share with each other and solve the learning problems during the discussion. It was related to Suardi (2020), the lecturer could increase the affective and psychomotor aspects of the students in online learning by using zoom.

CONCLUSION

Zoom cloud meeting was one of the technological developments in this online learning era, and it could be used as the teaching media. The ESP online learning during the Covid-19 pandemic needed a zoom cloud meeting to do the teaching-learning process, which was done by the lecturers. The lecturers of State Polytechnic of Malang PSDKU Kediri and the university of PGRI Argopuro Jember used zoom Cloud meetings during online learning.

Zoom cloud meeting, which was used as teaching media by the ESP lecturers, gave the benefits to their online teaching. The benefits of zoom cloud meetings based on the lecturers' perception were made easier to achieve learning outcomes, making it easier to get interaction with the students, giving variation in online learning, and creating ESP online learning to be more active.

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