



Journal of Learning
and Instructional Studies

Volume 1 Number 3, November (2021)

A Brief Note of The Operation of Zoom App to Teach English in High Schools and The Test Scores that Students have Received

Author(s): Yosi M. Passandaran, & Yulia Sofiani Zaimar

Editor: Helda Jolanda Pentury

Publication details, including author guidelines

URL: <https://jlis.idcounselor.com/index.php/jlis/about/submissions>

Article History

Received: 7/12/2021

Revised: 10/16/2021

Accepted: 10/30/2021

How to cite this article (APA)

Passandaran, Y.M., & Zaimar, Y.S (2021). A Brief Note of The Operation of Zoom App to Teach English in High Schools and The Test Scores that Students have Received. Journal of Learning and Instructional Studies, 1(3), 151–159. <https://doi.org/10.46637/jlis.v1i3.15>

The readers can link to article via <https://doi.org/10.46637/jlis.v1i3.15>

SCROLL DOWN TO READ THIS ARTICLE

Southeast Asia Mental Health and Counseling Association (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Southeast Asia Mental Health and Counseling Association. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Southeast Asia Mental Health and Counseling Association shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

Journal of Learning and Instructional Studies is published by Southeast Asia Mental Health and Counseling Association comply with the Principles of Transparency and Best Practice in Scholarly Publishing at all stages of the publication process. Journal of Learning and Instructional Studies also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Copyright by Passandaran, Y.M., & Zaimar, Y.S (2021)

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.



A Brief Note of The Operation of Zoom App to Teach English in High Schools and The Test Scores that Students have Received

Yosi M. Passandaran*, & Yulia Sofiani Zaimar

Universitas Indraprasta PGRI, Jakarta, Indonesia.

Abstract: The Learning from Home (LfH) Policy during the Covid-19 Pandemic calls for educators to innovate and active presence of students in learning. However, there are many developments, which are felt by the students, when they do online learning. The punctuality of the students when they are present in the zoom room is one aspect of supporting the success of student learning. The purpose of this study is to observe the accuracy of students in receiving online learning information and to assess the effectiveness of learning English for 36 students at SMA Putra Bangsa. We compare the final scores of student learning outcomes and analyze how many students experienced an increase or decrease in English proficiency. The results of this study demonstrate that although there is improvement with the learning model using the zoom application, the students' learning abilities have not been able to reach the minimum standard of mastery of the material in English lessons.

Key Words: English Test Score of Students; Zoom Application; Senior High School; Learning from Home

Abstrak: Sistem Belajar dari rumah (BDR) di masa Pandemi Covid-19 menuntut guru berinovasi dan partisipasi aktif siswa dalam pembelajaran. Namun, banyak perubahan, yang dirasakan oleh para siswa, ketika mereka melakukan pembelajaran secara online. Ketepatan waktu para siswa ketika hadir di ruang zoom merupakan salah satu aspek penunjang keberhasilan belajar siswa. Tujuan dari studi ini adalah mengamati kecermatan siswa dalam menerima informasi pembelajaran daring dan menilai bagaimana tingkat efektivitas pembelajaran Bahasa Inggris untuk 36 siswa di SMA Putra Bangsa. Kami membandingkan skor akhir hasil belajar siswa dan menganalisa berapa siswa yang mengalami peningkatan atau penurunan kemampuan Bahasa Inggris. Hasil studi ini menunjukkan bahwa meskipun terdapat kemajuan dengan model belajar menggunakan aplikasi zoom, namun kemampuan siswa belajar belum mampu menjangkau standar minimal penguasaan materi dalam pelajaran bahasa Inggris.

Kata Kunci: Skor Tes Bahasa Inggris Siswa; Aplikasi Zoom; Sekolah Menengah Atas; Belajar dari Rumah

* **Corresponding author:** Yosi M. Passandaran. Universitas Indraprasta PGRI. Jl. Nangka Raya No.58 C, RT.5/RW.5, Tj. Bar., Kec. Jagakarsa, Jakarta Selatan, Daerah Khusus Ibukota Jakarta 12530, Indonesia. Email: yosi.m.passandaran@gmail.com

INTRODUCTION

During these uncertain times of the COVID-19 pandemic, various companies around the globe, including those in Indonesia, have imposed a “work from home” (WFH) or “study from home” (SFH) policy for their employees, teachers, lectures and students. Teachers as professional initiate to provide online learning as an alternative to stay productive and maintain the learning process to still continue (Anggraeni & Pentury, 2020). The importance of the role of English in the learning and teaching process requires an appropriate method to improve students' English skills with learning activities that are fun and attractive to students. The ability of teachers to create various learning activities that can interact with objects and the environment around them to improve the foundation of thinking, language and build their behavior, and can encourage students' willingness to learn to play an important role in the teaching and learning process. The big problem in learning, the Covid-19 pandemic has not completely ended until now. The Covid-19 situation at the global and national level is still at high risk. Therefore, guidelines are needed in efforts to prevent and control Covid-19 by providing health guidelines for the community. In addition, many aspects of life have changed along with the pandemic that is in the midst of the world community. This also has an impact on educational institutions in Indonesia, especially at the high school level. Several schools in several regions have tried to do face-to-face learning simulations for some time, but there are also some who continue to implement an online learning system or also known as online learning.

In Indonesia, the problem is becoming more complicated, because the face-to-face learning system in schools is the most dominant system implemented in most countries in the world before finally having to undergo drastic changes since the outbreak of the COVID-19 pandemic in early 2020. In order to avoid and control its spread, Many countries have taken quick steps, including in the field of education, by issuing special regulations related to the implementation of teaching and learning activities. The impact of implementing this new learning system requires teachers and students to be creative and innovate in learning activities. In addition, many differences are felt when learning is based online. By having inadequate facilities, another challenge in the application of online learning is the occurrence of educational imbalances between students due to family influences and financial problems that interfere with the learning process. This is in line with our findings in the context of BDR that some students are unable or late to participate in online learning due to family economic limitations in providing ICT tools and learning quotas for students.

The online based learning focuses on the accuracy and accuracy of students in receiving and processing online learning information. This learning can be done at any time and wherever the place of study is, for example, in the room, living room and so on and the time is adjusted for example in the morning, afternoon, evening or night. In addition, online learning can also be reached even at a distance, just as students do not have to go to school to study. They can access online learning anywhere and anytime. This learning system also has several obstacles and advantages. Constraints faced in the form of internet signal constraints, teachers lack knowledge of technology issues, frequent assignments rather than explanations of learning materials, lack of direct interaction between teachers and students, and the ineffectiveness of Learning From Home (BDR) which makes children more flexible in playing gadgets.

Kustiawan (2016, 6), stated that learning media is something, that is used to channel messages or learning materials, so that it can stimulate the attention, interests, thoughts and feelings of students in learning activities to achieve certain learning goals. Based on these various opinions, it can be concluded that learning media is a communication channel tool or an intermediary source of messages with message recipients used in the learning process to

bring information in the form of teaching materials or build conditions that cause students to be able to acquire knowledge, skills or attitudes in learning activities to achieve learning objectives.

The facilities and infrastructure that must be prepared in online learning certainly include many things such as facilities and infrastructure to support activities in the form of media such as cellphones or laptops, knowledge of operating these tools, knowledge of using learning applications and other related matters. When viewed from the aspect of facilities and infrastructure, for example, the physical readiness of technology as an online class media must at least be fulfilled with the minimum requirements that all teachers and students have smartphones or laptops that can be connected to the internet evenly because logically learning will not take place if only the teacher who have these facilities or it would be much sadder if the other way around. However, of course having facilities such as cellphones and laptops is not enough to take online classes because another thing needed from online classes is to have data to be able to access internet

In addition to negative affective experiences, positive feelings also arise. Accepting the situation and teaching as usual is a form of teacher surrender to an uncomfortable situation, and many teachers feel optimistic, enthusiastic, and challenged by the new life that affects their instructional patterns. Rainy, for example, is relieved to be able to work from home. Meanwhile, not a few students also feel happy doing online learning and feel safer because it can reduce the risk of contracting the virus during a pandemic situation. So some of the positive feelings that arise are based on non-academic reasons such as the health of teachers and students. Empirically, teachers admit that they are less able to observe the class as well as when they teach face-to-face in the classroom. It is even difficult for them to know how much the students are really concentrating on the activities that are going on in class. Giving feedback at the beginning of the implementation of PJJ was also felt to be lacking because the teacher's attention was given more to active students. Lack of teacher-student interaction in online learning

Related to this situation, Setiawardhani (2003), explained, that "Learning from home, which also has several terms such as networked learning, computer assisted learning or virtual learning, has actually developed since the 1970s. Furthermore, Littlejohn & Pegler (2007) also revealed that at the beginning of its emergence, all of these terms are under the concept of online learning. The initial concept of online learning means Learning Online learning is now becoming more familiar with the meaning of the Internet in the general public, which requires that its use requires an internet network or internet network-based, usually referring to the learning process through virtual classrooms with the main device in the form of a computer network. In this case, Munawaroh (2005) stated that: "Online learning is a learning concept that has high flexibility because wherever we are, learning activities can be accessed, so the use of e-mail -This learning can be useful to facilitate access to knowledge and increase students' skills. So, in fact, online learning can simply be aimed at a concept of teaching and learning activities that depend on the existence of media and networks in carrying it out in order to facilitate access for students.

In this research, We would like to find out applied Zoom application; a communication tool that uses video that can be used on various devices, both mobile and desktop. This application is usually used to do face-to-face, remotely with a large number of students. Regarding this, Kasmir (2020) stated: "Zoom is a video conferencing service that has practical capabilities in presenting an online meeting atmosphere". The use of zoom in distance learning is widely considered to be very helpful for students in learning, because educators can interact, even in different places. To stimulate all aspects of development in students cannot be separated from learning media, this is because students learn to use real

learning media, and with this learning media students can run effectively. Achievement in taking measurements can be seen from the learning outcomes obtained by students. Learning outcomes are something that students need to know and measure the capacity they have after the learning interaction is complete. Learning outcomes become a benchmark if the learning objectives have been achieved. Learning outcomes, especially the changes experienced by students both in terms of intellectual, emotional and psychomotor due to learning exercises

The development of children's learning at home during the COVID-19 pandemic will tend to be different from the development of learning in schools so that teachers must have various innovations, and provide motivation for students in implementing teaching-learning to increase student participation actively in the process of learning activities. Based on this problem, We want to analyze, how far is the willingness of students to study English during the covid-19 pandemic?. Besides, We will also examine how effective the zoom application is to support English learning, by seeing those students exercise?

METHOD

Methods of this research uses a descriptive qualitative method via a case study approach. Regarding this method, Moleong (2017, 6) said: "Qualitative research is research that intends to understand the phenomenon of what is experienced by the students holistically and by means of description in the form of words and language, in a special context that is natural using various scientific methods. The approach used in this study is a qualitative approach, which is a study aimed at describing and analyzing their activities, perceptions, and thoughts of the students individually and in groups during the English learning. The data of this research are 36 students of grade 11 MIPA 3 SMA Putra Bangsa Depok. This research focuses on the following subjects: English Criteria The success score refers to the KKM standard score (80-100). The implementation time of this research is 1 semester, starting from July to December 2021.

RESULT AND DISCUSSION

English as an international language is an important language to master in this era of globalization. English has developed very rapidly. English has become one of the subjects taught in schools starting at the pre-school, junior high and high school levels, up to the college level. In learning a language, there are four aspects of skills that need to be mastered, namely listening, speaking, reading and writing. These four aspects of language skills are mutually sustainable and each has a different way of learning in its emphasis and learning objectives. In teaching, English is one of the subjects in formal educational institutions or schools, both public and private. Likewise for non-formal institutions that specifically provide training in the field of any languages. English is one of them. Currently, many non-formal language training institutions offer various language training programs (courses) with their own methods. Mastery of foreign languages rests on mastery of vocabulary and four language skills. The purpose of learning the vocabulary is to illustrate that apart from their mother tongue and local language, there are other languages that can be learned, namely foreign languages, in the hope that they will be interested in learning this new language. According to Gusrayani, (2014, 38), "The abilities required at this level are still simple; students are able to understand some vocabulary to determine the competence of written expressions and simple

spoken expressions". Therefore, by learning foreign language vocabulary, it will increase one's knowledge and skills in language.

The results of this research show that online learning using the Zoom application at SMA Putra Bangsa, during the COVID-19 pandemic, can be said to be effective. It's just that there are some technical obstacles. Things, that become obstacles when the online learning is running, such as signals and students lack of quota. Using Zoom is one of the alternative as distance learning for teachers and students in this school environment. The procedure for using the Zoom application is simpler and quite easy because it can be used via mobile phones or on a computer or PC. The steps for using Zoom are applied during learning as follows:

- a. The teacher gives orders to the students to download the Zoom application, either via a laptop smartphone or a desk computer.
- b. After downloading they will be given an id to enter the meeting room.
- c. The teacher start to give an explanation

The allocation time for one meeting is carried out for 2 hours of lessons, which in 1 hour is around 30 minutes. So a total of one meeting was held within 1 hour of the subject, which is 2x40 minutes. The time allocation plan serves to find out how many hours of effective time are available to be used in the learning process in one school year. This is necessary to adjust to competency standards and the minimum basic competencies that must be achieved in accordance with the formulation of the specified content standards. Related to this, Sanjaya (2019) explained that "Online learning is different from conventional learning, where the difference is seen from the responses obtained during teaching and learning activities". Based on research, We find some of the differences lay between those two ways. Those two learning ways will have advantages and disadvantages, as follows:

Table 1 Advantages and Disadvantages of Conventional and Online Learning

Classroom (Offline)	Classroom (Online)
Advantages	Disadvantages
1. Fast feedback 2. Has become something that familiar to teachers and students 3. Motivate learning 4. Instilling the soul of socialization with surrounding environment	a. Trains students' independence. Students are required to be able to learn without direct supervision from the teacher. Students can learn to do their own research through the internet and other sources independently. b. Students are trained to master information technology that continues to develop. Through online learning, students will be more familiar with and master the applications used in learning. c. Time is more flexible. Students can immediately follow the learning process from home at a time that can be agreed with the teacher. d. Place is more flexible. Students can take lessons from anywhere, the most important thing is to stay connected to the internet. e. Accessible easily. Learning feels easier because it is enough through a device, laptop, or computer connected to the internet. f. More affordable costs. For students who are far from school, they need to pay for transportation, pocket money and even rent a house. However, with online learning, students only need to buy a quota and use the devices they already have. g. Increase student insight. Student insight is

Classroom (Offline)	Classroom (Online)
Disadvantages 1. Too dependent on the teacher 2. Limited by time and location 3. The cost of learning is getting more 4. Expensive	increasing with the number of learning resources available on the internet h. Disadvantages of Online Learning i. For students and teachers who live in areas with minimal internet infrastructure, of course, they will experience difficulties in conducting online learning. j. Students with low-income families experience difficulties in owning a gadget, laptop or computer and purchasing quotas. This causes online learning to be impossible. k. Understanding of the material is reduced. Students cannot directly ask the teacher for material that has not been mastered. On the other hand, teachers cannot directly check students' understanding. l. Reduced interaction between students and teachers. Online learning results in reduced direct interaction between teachers and students and vice versa. m. Teacher supervision in the learning process of students is reduced. Online learning is limited by distance, so teachers cannot directly supervise student learning. n. Teachers have difficulty in conducting process assessments. Seriousness, discipline, cooperation, honesty and other aspects are difficult to assess. This is because the teacher cannot pay attention directly to the learning process carried out by students. o. The focus of students during the online learning process is disturbed by other activities. For example, studying while chatting with other students, studying while watching movies, studying accompanied by noise from the situation around the house and so on.

In learning through this zoom, students are required to actively participate in the learning process, starting from following the lesson from beginning to end, paying attention to the teacher, to working on questions, this is in line with the opinion according to students' participation in learning can be shown by their activeness in the learning process teach, become questions in his mind, and can communicate reciprocally in learning. This opinion is in line with what was stated by Rahayu (2014, 23), that "Participatory learning is learning that involves students in optimal learning activities". The pedagogical approach, which is the first factor includes student-centered learning, the teacher's role as a facilitator, and the integration of knowledge. The second factor is the learning design which includes: learning flexibility, learning according to the individual needs of each student, according to the context, social, learning process, and the use of appropriate tools and technology. The third factor is facilitation which includes clear expectations, appropriate questions, understanding and sensitivity to cultural issues, providing timely feedback; constructive; and detail, as well as high attitude and commitment from students. Regarding the implementation of online classes, Carrillo & Flores (2020:2) explain that the use of technology in supporting online learning depends on three pedagogical factors.

The analysis of the results of this research is only focused on evaluating the ability to increase between when participating in the program in class and when participating in Zoom Learning. In the early stages of learning, in general, students have not been able to find problems related to the material being taught and have not been able to instruct their

knowledge. The description of the results of learning English for students in the first step, when the test is carried out, can be seen in the Table 1:

Table 1. Scoring data of students learning outcomes scores

Ideal score	100
Highest score	80
Lowest score	45
Average	47

In this learning activity via zoom, the teacher conveys the material in the form of a word file which is shared through Google classroom, where students copy the material into an assignment book and send their writings by taking a photo and then sending it to the whatsapp group or by telephone. According to Elvandari in Purbawati, (2020, 104) the tasks given to students are not graded as usual at school, but more qualitative assessments that are motivating to students and learning outcomes are obtained through observing student attitudes during the learning process. The teacher conducts an assessment of the process and student learning outcomes by conducting daily test tests using Google forms, before the test

Before the posttest activity was carried out, the teacher reviewed the previous materials, making simple sentences using the Present and Present Continuous Tense sentence pattern. It seems that the students understand more and are getting used to it. English vocabulary and sentences, spoken by We can be followed well. Next, We distributed posttest question sheets to each student. The students work on the problem individually. After the posttest activity was completed, the researcher asked the students to correct together the pretest and posttest questions that had been done. It aims to find out together the comparison of the values obtained between the pretest and posttest scores. The results can be seen in the Table 2:

Table 2 Scoring Data of Students Learning Outcomes Scores

Ideal score	100
Highest score	90
Lowest score	60
Average	65

Based on Table 2, where it has been determined that the minimum total time needed to master a unit of material is 75% and it's below the requirement. For the increased ability, this positive attitude seems to really support them to get high scores and achieve almost perfect scores for both oral and written abilities. Meanwhile, the supporting factor for their success is that they already have a better knowledge base, which can be seen from the test results, so this is able to show that they understand the material being studied. After reflecting on activities in the early stages, several improvement activities were carried out which were deemed necessary for the sake of improving student learning outcomes, judging from the number of attendances, students had begun to actively ask and answer questions from researchers, for the success of the group. Students seem to feel happy, when given the opportunity to raise problems related to the subject matter. Students who are able to construct their own knowledge have progressed. This is because communication between teacher and his or her students has been built in zoom meeting.

In this research, We were able to prove that even by using the zoom application, when explaining, student participation in completing homework was included in the sufficient

category, when the learning process was taking place in the WhatsApp group, students were seen doing the assignments given by the teacher well, students sending assignments in accordance with the teacher's directions by sending them through personal chat. This can be seen from the increase in test scores. If we see from Table 2, overall it can be said that the readiness both materially and immaterially of the students. This can trigger the learning motivation of prospective trainees to increase their basic abilities. The English skills of these students are basically still low. However, teachers can encourage students to be more active, even in an online learning situation.

CONCLUSION

This research concluded, that in using zoom, when learning English, the level of ability of students to do online learning is considered optimal, by looking at their enthusiasm for learning using zoom. Computer-based teaching can be used as a resource in the classroom, not replacing the presence of the teacher. The availability of facilities owned by students can also affect the effectiveness of learning. Although using zoom application, students can learn English easily to understand, because there is no pressure and not boring. This can be seen from the activeness of the students in the learning process, as well as high self-efficacy, where this will affect the confidence of the participants in learning the English material provided by the teacher.

References

- Anggraeni, A. D., & Pentury, H. J. (2020). Using Educational Digital Toolbox In E-Learning to Boost Students' reading Motivation in Covid-19 Pandemic. *RETORIKA: Jurnal Bahasa, Sastra, Dan ...*. <https://doi.org/10.26858/retorika.v13i2.13538>
- Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43(4), 466–487. <https://doi.org/10.1080/02619768.2020.1821184>
- Gusrayani, Diah. (2014). Teaching English to Young Learners (Sebuah Telaah Konsep Mengajar Bahasa Inggris Kepada Anak-Anak). Bandung: UPI Press
- Kasmir Mursyid, Implementasi zoom. (2020) Google Classroom dan Whatsapp Group Dalam Mendukung Pembelajaran Daring(Online) Pada Mata Kuliah Bahasa Inggris, *Jurnal AKSARA Public*, Vol 4 No. 2 Tahun. <https://doi.org/10.31004/cendekia.v5i2.667>
- Kustiawan Usep, (2016). Pengembangan Media Pembelajaran Anak Usia Dini. Malang: Gunung Samudera
- Littlejohn, Allison & Pegler, Chris (2007). Preparing for Blended e-Learning. Published by Routledge, 2 Park Square.
- MacMillan, J.H. and Schumacher, S. (2001) Research in Education. A Conceptual Introduction. 5th Edition, Longman, Boston.
- Moleong, Lexy J. (2017). Metode Penelitian Kualitatif, cetakan ke-36, Bandung : PT. Remaja Rosdakarya Offset
- Munawaroh Istiani. (2005). Virtual Learning in distance learning. *Learning Scientific Magazine* number 2, Vol.1. (downloaded: 6 February 2022)

- Purbawati, C. et al (2020). Participation Rate of Junior High School Students in Online Learning During the Covid-19 Pandemic *Scientific Journal of Education*, 11. DOI: <https://doi.org/10.24176/re.v11i1.4919>
- Rahayu, E. D. (2014). Partisipasi dan Hasil Belajar Siswa Melalui Kombinasi Strategi Pembelajaran Peningkatan Kemampuan Berfikir dengan Game Jcross Pada Mapel IPS Kelas VIII di SMPN 1 Winong Pati Tahun Pelajaran 2013/2014. Universitas Negeri Semarang. <https://ummaspul.e-journal.id/maspuljr/article/view/1915> (downloaded: 3 February 2022)
- Setiawardhani, S.T (2003). Pembelajaran Elektronik(E-Learning) dan Internet dalam Rangka Mengoptimalkan Kreativitas Belajar Siswa. *Edunomic, Jurnal Ilmiah Pend. Ekonomi*, Volume 1 Nomor 2. <https://media.neliti.com/media/publications/271687-pembelajaran-elektronik-e-learning-dan-i-6d446601.pdf> (downloaded: 5 February 2022)