THE STUDENTS' PERCEPTIONS TOWARDS VIDEO CALL APPLICATION IN ENGLISH CLASSROOM DURING EMERGENCY REMOTE LEARNING

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ABSTRACT

During the Covid-19 outbreak, teachers all over the world are trying to carry out an effective online learning. One of the media to carry out an emergency remote learning is by using video calls to substitute face-to-face meeting. This research attempts to explore the college students' perceptions of using video call applications for the emergency remote learning practices. This study applied a descriptive qualitative approach and used observation and interviews to gather the data from a number of third-level English Education students. The observation was used to answer the issue about how college students perceive online learning using video call application during Covid-19 pandemic. Semi-formal interview was conducted thereafter to get the information about their experiences in detail. The study shows that seven out of 10 students argued that online learning using video call applications is ineffective even though that is the best way to keep learning in this global pandemic situation.

Keywords: Online Learning, Students' Perceptions, Video Call Application

INTRODUCTION

In response to the peak of Covid-19 cases in the early March, Indonesian government implemented the large-scale of social restriction policy to a number of life sectors, including education. Since then, the schools and colleges have been closed. Therefore, the teaching and learning has been switched to online for an uncertain period of time. This emergency remote learning is urging all education elements, students and teachers in particular, on utilizing technology tools to mediate the teaching and learning process.

The expansion of the internet and the availability of technology have contributed to the increasing demand for web-based teaching and learning (Chaney, 2001). U.S. Department of Education defined online learning as learning that takes place partially or fully over the Internet (Means et al., 2009). Online learning is learning that uses a number of online learning media without having to come to school. This type of learning is an alternative and considered a new system of education in this global pandemic. One of the technology tools widely utilized to support the online learning practices is video conferencing tools, such as Google classroom, Zoom Application, Google Meet, Canvas Conference, Schoology, and many more. The existence of this new education format and utilization of such technology tools provoke various issues and perceptions among teachers and students.

There are many challenges as well as benefits in adopting new education system using technology. The issues mainly arouse are the teachers' and students' digital literacy and digital divide. Despite all the challenges, online learning also brings about some advantages that need to recognize by the teachers, such as the accessibility of teaching resources, flexibility of time and place, affordability, variety of learning styles. More importantly, decoding and recognizing these positive and negative factors will assist institutes to build strategies to deliver the lessons more effective, ensuring an uninterrupted learning journey for students (Priyanka, 2020).

With this fact in mind, this research is interested in investigating online teaching practices using video calling applications and exploring the college students' perceptions towards that technology utilization to support the emergency remote learning.

THEORETICAL FRAMEWORKS

There are two formats of online learning, synchronous and asynchronous. Synchronous refers to a learning event in which a group of students is engaging in learning at the same time. Synchronous is e- learning commonly supported by media such as videoconferencing and chat, has the potential to support e-learners in the development of learning communities. Learners and teachers experience synchronous e-learning as a more social environment. The roots of synchronous e-learning are derived from three main influences: the classroom, the media, and the conference. Several researchers provide a comprehensive definition of the synchronous e-learning which is unanimous and must include two components; interactions and time (Shahabadi & Uplane, 2015). Khan (2006), based on these components, defines synchronous e- learning as the participant-instructor real time interactions mediated by the web.

In contrast to the synchronous learning, asynchronous is a general term used to describe form of education, instruction and learning that do not occur in the same place or at the same time. E-mail, blogs, discussion boards, as well as web- supported text, or social networking sites may be utilized to conduct this online learning mode. Asynchronous e-learning introduced an interactive community of learning that is not constrained by a classroom's time, location or constraints (Shahabadi & Uplane, 2015).

Many of the learning tasks and standards in a synchronous online classroom setting are close to those found in a conventional classroom. These learning environments provide meaningful experiences as in a face-to-face one (Hrastinski, 2008; Harris et al., 2009; Simonson et al., 2012). At a given point in time, seminars, debates, and lesson presentations take place with the understanding that all students will be available to participate. Synchronous learning environments provide several opportunities for students and teachers to connect, share, and be able to collaborate and ask questions in real time. Video conferencing, webcasts, immersive learning models, and telephone conferences provide examples of synchronous online technology forms (Christopher, 2015).

Synchronous learning brings about a number of benefits to both students and teachers. This learning environment increases students' engagement. This is since students are required to engage in the real time learning process in order to perform effectively in these settings, which is the most significant learner trait that a student can show. Interaction and cooperation are also recognized as major factors in successful learning outcomes in both conventional and online classroom environments (Higley, 2013). In this case, the role of the instructor in an online learning environment is all about encouraging, directing, and inspiring the learner (Díaz & Entonado, 2009) that be successfully accomplished through feedback and collusion.

METHOD

This research applied qualitative method. Qualitative study can also be defined as an efficient model that takes place in a natural environment that helps the researcher to establish a degree of detail by being highly active in real experiences (Creswell, 2003). The social problem from the perspective of the participants is one identifier of a qualitative analysis. In order to define, illustrate, and interpret collected data, what constitutes qualitative research requires purposeful use. Leedy and Ormrod (2001) believed that qualitative research is less formal since it formulates new ideas and constructs them.

To collect the data, the researchers conducted the observation, questionnaire, and interview. Observation has been described as a research method as well as a data collection method in some research textbooks and papers (Powell & Connaway, 2004; Williamson, 2000; Pearsall, 1970). Observation is a difficult form of study since it often involves to perform a variety of positions and to use a number of methods, a researcher, including her or his five senses, to gather knowledge. In addition, the researcher must always remember his/her primary position as a researcher, considering the degree of interaction with the study group, and remain sufficiently detached to collect data related to the issue under investigation was analyzed (Baker, 2006).

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. After spreading questionnaire

to the participants, researchers then conducted the interview. Interview has three categorization: structured, semi- structured and unstructured.

Structured interviews are orally administered questionnaires in which a list of preset questions is posed, with little to no variance and without space for answers to follow-up questions that require further elaboration. However, semi-structured interview consists of many main questions that help researchers identify the areas to be discussed, but also allow the interviewer or interviewee to diverge in order to pursue an idea or answer in more detail. Unstructured interviews, on the other hand, do not represent any preconceived theories. This type of interview is very time-consuming in general (often lasting many hours) which can be challenging to handle and engage in, since there is no instruction about what to speak about in the absence of predetermined interview questions (which many participants find confusing and unhelpful).

Having discussed all types of interview, this study decided to conducted the semi-structured interview in which the interviewer prepared some main questions. The interview sessions were conducted on November 8, 2020, at the University of Suryakancana and via Whatsaap to 10 respondents. The interview sessions were conducted to dig out students' perceptions towards online learning using video conferencing tools. During the interview, the interviewer expanded the questions to get more data.

FINDINGS AND DISCUSSION

From 10 respondents, some students feel comfortable using video conferencing tools and some do not. Those who feel engaged using video calling applications for online learning thought that this allowed them to manage their time and felt free to do anything at home. They felt motivated not to attend to the synchronous class late. They found themselves easier to pay attention to the learning activities. They just need to open the file and listen to their teachers' explanation.

However, some students felt that following online class using video call was too frustrated. They also oftentimes complained about the unstable internet connection, particularly those who live in the countryside. This issue lose their motivation to engage with the learning activities. They also said that online learning with video conference was ineffective, because they found it difficult to understand the topic, especially for the topic that needs a direct explanation and practice in the class. Many of students also felt lazy to participate in the video conference.

Students' perceptions towards using video conference in English classroom during emergency remote learning are presented in Table 1.

Table 1. Students' Perceptions towards the Use of Video Call Applications
during Emergency Remote Learning.

Respondent	Student's Perceptions	Result
A	*"Kalau saya ngerasanya kuliah online pake video conference kaya zoom itu kurang efektif apalagi buat mata kuliah yang lumayan sulit. Jatohnya jadi malah engga ngerti"*	*Tidak suka*
	"aku lebih suka offline class sih, kalau di zoom kurang gimana gitu. Apalagi kan di rumah aku jaringannya kurang stabil, sedangkan zoom itu jaringannya harus kuat"	*Tidak suka*
	Student's Perceptions	*Result*

"Aku suka-suka aja sih pake apapun, asalkan jangan terlalu banyak tugas aja. Kuliah online lebih berat bukan karena harus nge Zoom terus. Tapi karena dosen ngasih tugas lebih banyak dan double"		*Suka*
" Aku biasa aja sih, mau belajar pake zoom atau aplikasi video manapun, walaupun kadang engga ngerti apa yang lagi dibicarin dosen karena engga bisa fokus"		*Suka*
"Aku jelas lebih suka kuliah pake video conference dari pada cuman kuliah yang ngasih file-file doang, cuman lebih baik ada warming up dulu sebelum masuk ke mata kuliah inti biar engga bingung ini sebenernya belajar apa wkwk"		*Suka*
"Menurut aku sih, lebih memudahkan bagi sebagian orang yang cara belajarnya harus langsung denger penjelasan dari dosennya, kan di zoom bisa ngejelasin ya kalau engga ngerti dan bisa nanya. Tapi ya tetep ada sebagian orang yang engga terlalu suka karena masalah kuota dan sinyal.		*Suka*
"Aku suka sih belajar pake zoom, tapi tergantung dosennya juga kalau selama belajar cuman ngomong doang ya boring. Kecuali ada gamesnya"		*Suka*
"Kalau kita total kuliah daring terus nge Zoom itu ngebantu banget sih, dari pada dikasih materi tanpa ngejelasin. Cuman system kaya Ms V itu lebih enak, jadi di record terus kita bisa nonton berulang- ulang, cuman engga enaknya kalau jaringan jelek aja sih"		*Suka*

	Student's Perceptions	Result
	"Kalau kuliah online pake zoom ya enak, apalagi kalau buat matematika lebih enak karena bisa dijelasin secara detail materinya gimana, terus bisa direkam dan bisa diarsipin jadi sewaktu-waktu bisa diputer ulang videonya"	*Suka*
	"Cukup efektif, dalam satu room chat bisa beberapa orang bahkan bisa sekelas. Tapi membosankan, karena dosen/guru-guru/mahasiswa pembawaannya pada kaku sata teaching-learning activitiesnya. Engga se-have fun kuliah offline"	*Tidak Suka*

The results show that 70% of respondents prefer to use video conferencing when studying online (summed up in Table 2). The needs of students when learning online are also in accordance with the advantages that exist in the synchronous type wherein the teachers and students are interacting at the same time or real-time. Students were also able to listen explanation given by the teacher in more detailed. Henceforth, it is very likely that the teaching and learning process has achieved its target – the students can understand the goals and objectives of the learning.

Table 2. Summary of the Results

Like	7 of 10 Respondent
Do not like	3 of 10 Respondent
Result	Students prefer using Video conference for the online learning

CONCLUSION

Online learning has become the best choice for the recent condition. This is to prevent the spread of corona virus rapidly growing in number day by day. Using video conference helps both teachers and students continue doing teaching and learning as usually done at school and at the same time.

Students mostly perceive that utilizing video conferencing tools has brought about positive attitudes towards their learning activities. They are still conscious about experiencing direct learning activities even though the delivery is mediated by a synchronous online learning platform, such as Zoom.

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